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ABSTRACT

This guide is a generalized planning model for administrators and mid-management personnel who are trying to develop and maintain effective correctional systems, and to ensure equity for women and minorities employed in these systems. It contains directions for developing systematic, proactive equity plans for implementation by correctional agencies. The generalized planning model gives step-by-step instructions and general guidelines to be followed in producing correctional agency or institution plans which comply with legislative mandates and implement agency or institution goals for affirmative action and equal employment opportunity. Following a section of directions for users, the planning model consists of the three chapters in the guide and a flowchart. Since there are three major parts which should be included in an agency plan, the three chapters describe briefly the three components, and give directions for writing each section in an agency plan. Chapter 1 tells how an agency develops a rationale for equity; Chapter 2 explains how an agency assesses needs for equity; and Chapter 3 describes how an agency sets goals and implements activities. The flowchart model, which is a graphic representation of the functions involved in planning, shows the three major functions described in the three chapters, and also shows the elements which make up each function. Appendixes contain a description of the development of the generalized planning model; sample forms for use in making equity plans; and a bibliography. (KC)

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EQUITY IN CORRECTIONS:
A GENERALIZED PLANNING MODEL

University of South Carolina
Columbia, South Carolina

CE 028 099

Women's Educational Equity Act Program
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Preface

> Unless the key decision makers come to feel a need for systematic and sustained planning and are known to be committed to it, nothing much will happen.
>
> R. L. Ackoff

This is a generalized planning model for administrators and mid-management personnel who seek to develop and maintain effective correctional systems, and to ensure equity for women and minorities employed in these systems. The planning model is a response to requests from administrators and executive personnel in correctional agencies and institutions for assistance in designing and delivering programs and services to comply with legislative mandates for affirmative action and equal employment opportunity.

The primary thesis of this planning model is that management will be successful in providing equity for the personnel employed in correctional agencies and institutions, to the extent that managment systematically plans for equity and implements the plans which are developed. Management must develop plans which address the special needs, interests, and concerns of women and minorities entering careers in corrections while at the same time attending to the needs, interests, and concerns of those already employed in the system.

Benefits, rights, responsibilities, and career growth possibilities which are equitable for those employed in correctional agencies must be provided. Policies which support the concept of equity and organizational structures which reinforce and contribute to equity are essential. Recruitment, selection and staff development which promote equity for women and minorities must be provided.

This is not a book for light reading. It is not an affirmative action plan. This is not a brief for litigation. This is not a descriptive discourse. It is not a training device.

This is a guidebook. It is a guide to direct the process of developing plans to provide equity in correctional agencies and institutions. It contains directions for developing systematic, proactive equity plans for implementation by correctional agencies. This generalized planning model gives step-by-step instructions and general guidelines to be followed in producing correctional agency or institution plans which comply with legislative mandates and implement agency or institution goals for affirmative action and equal employment opportunity.

A generalized planning model is like a travel guidebook. A tourist guidebook can be used over and over, with different sections being used at different times. A generalized planning model can be used over and over to produce a number of equity plans for a particular agency or institution. Just as the travel guidebook can be used by an infinite number of travelers, resulting in an infinite number of different itineraries, so the generalized planning model can be used by an infinite number of administrators or planning teams to produce an infinite number of different equity plans. Each itinerary that results from use of a travel guidebook is tailored to the needs of the particular traveler or group of travelers. Each plan produced from using a generalized planning model is tailored to the needs of the particular agency or institution and the personnel in that system.

The directions for users follow. A description of the development of the generalized planning model is given in Appendix A. Appendices B and C present sample forms for use in making equity plans.

DIRECTIONS FOR USERS

The effectiveness of this generalized planning model depends in large measure on how familiar users are with the format and special symbology used in the model, how well they understand the procedure for using the model as a guidebook, and how aware they are of the specialized training program that is offered to enhance the planning model.

Format and Special Symbology

It is recommended that before using this generalized planning model the user become familiar with the organization of the model, understand the coding system, and be familiar with the symbols employed in both narrative and flowchart.

Organization of the Model

This model is designed to provide a guide for systematic planning in correctional settings. The primary purpose of the model is to provide a guide for developing management plans to achieve equity in corrections agencies.

The planning model consists of the three chapters in the book and a flowchart, which is the separate insert in the back of the book. The book also includes Appendices. There are three major parts which should be included in an agency plan to achieve equity. The three chapters in the book briefly describe the three components, and give directions for writing each section in an agency plan.

Chapter I tells how an agency develops a rationale for equity

Chapter II tells how an agency assesses needs for equity

Chapter III tells how an agency sets goals and implements activities

Validity of the important points, major concepts, and statistical data presented in the planning model has been established insofar as possible by documenting the sources of the information presented. The source citations give the name of the author and date of publication in parentheses, following the statement in the text. The full reference can be found in the Bibliography by looking for the name of the author and the date of the publication. For example, on

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page iii, reference is made to a quotation by Russell L. Ackoff in which he emphasizes the need for systematic planning. This is shown by the reference (R. L. Ackoff). The publication in which the full text of the statement can be found is listed in the Bibliography.

The flowchart model, which is a graphic representation of the functions involved in planning, shows the three major functions described in Chapters I through III, and also shows the elements which make up each function.

In Appendix C sample forms for use in analyzing the real-life setting can be found. In Appendix B sample forms for projecting an ideal for that setting can be found. A Bibliography is included as Appendix D. The Bibliography is not intended to be all-inclusive, but, rather, to provide a relatively comprehensive list of references to sources which give additional information and provide more extensive coverage of the topics included in the three chapters of the planning model.

Coding System

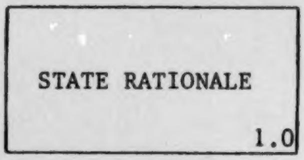
The relationship between the flowchart in the back of the book and the narrative specifications for the various functions in the model can be followed easily by referring to the point numeric codes which are shown in both the flowchart and the narrative. The point numeric codes are the identifying numbers for the functions in the model. These numbers identify each of the chapters, and sections within the chapters in the book, and also identify the same functions on the flowchart. In the coding system, each major function, that is, each chapter, is identified by a zero code, (1.0), (2.0), (3.0). The elements which make up each major function are identified by numeric codes, each element in a function having the same initial number as the function of which it is a part. For example, the first major function in planning is to STATE RATIONALE (1.0). In stating the rationale for achieving equity, two activities must take place: JUSTIFY NEED FOR PLANNING, and STATE BASIC ASSUMPTIONS. These are identified by the numeric codes, (1.1) and (1.2) respectively, indicating that they are the two parts of the function coded (1.0). Whenever there are further activities required to carry out a subfunction, these, too, are identified by point numeric codes, using the same procedure. In justifying the need for planning, two activities are carried out: DESCRIBE SITUATION and STATE PROBLEM. These are identified by codes (1.1.1) and (1.1.2) respectively, indicating that they make up the two parts of justifying the need for planning (1.1).

The coding system provides a simple procedure for outlining the total structure and identifying the components. For example,

- (1.0) STATE RATIONALE
  - (1.1) JUSTIFY NEED FOR PLANNING
    - (1.1.1) DESCRIBE SITUATION
      - (1.1.1.1) DESCRIBE HISTORICAL ANTECEDENTS
      - (1.1.1.2) DESCRIBE CURRENT SITUATION
    - (1.1.2) STATE PROBLEM
  - (1.2) STATE BASIC ASSUMPTIONS

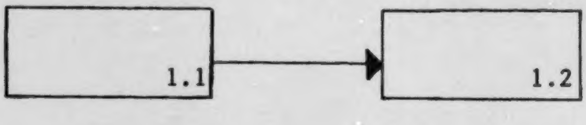
Symbols

Each function or subfunction is identified by a descriptor of five words or less and a point numeric code. The descriptor is selected to explain as succinctly as possible the meaning of the function. The descriptor is given in the narrative and on the flowchart. These descriptors are always shown in capital letters, such as STATE RATIONALE (1.0), and the point numeric code which identifies the particular function follows the descriptor in the narrative. In the flowchart model each function is presented in a function block, which is rectangular in shape. The point numeric code is placed in the lower right hand corner of the box. A description of five words or less in capital letters is placed in the center of a block which has no smaller blocks inside it.

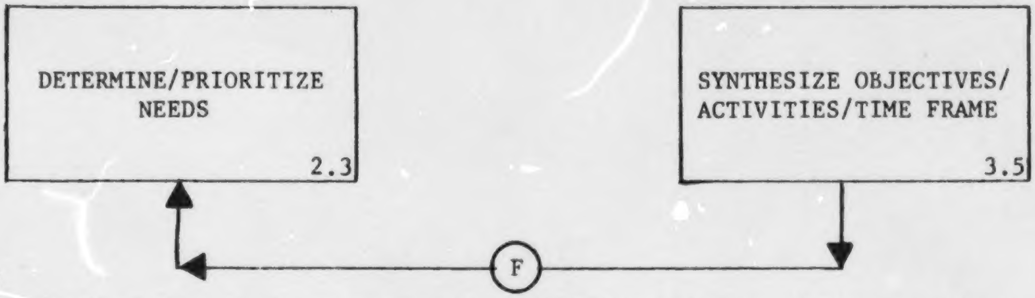


In the delivery system model, many of the functions will have to be broken down into smaller steps than is the case with the generalized model. The layout of the flowchart model is the designer's choice. The aim is to present the picture of the total system in as clear a manner as possible, so that someone looking at the flowchart can see in a single glance the relationships involved in the elements which must be part of the total system.

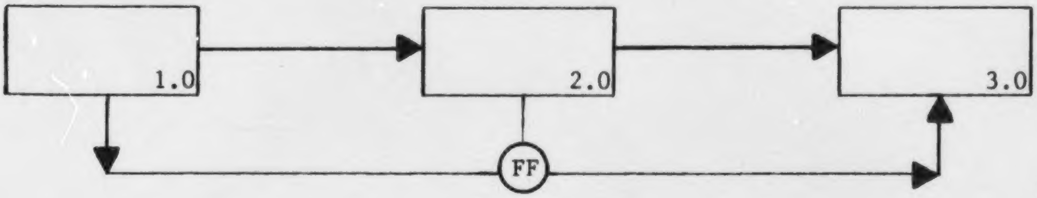
Special symbols are used to express these relationships in the flowchart model. Signal paths which go from one function block to other function blocks are used to convey the idea that actions, information, or objects are sent along the path in the direction of the arrow:



Each signal path has one arrowhead. When any function influences a preceding function, or when actions, information, or objects are sent back to a function, the feedback symbol is used. This is shown by the symbol (F) placed on the signal path which connects the two related functions. An example of this is shown on the flowchart model in the signal path from SYNTHESIZE OBJECTIVES/ACTIVITIES/TIME FRAME (3.5) to DETERMINE/PRIORTIZE NEEDS (2.3):


DETERMINE/PRIORITIZE NEEDS
2.3
SYNTHESIZE OBJECTIVES/ ACTIVITIES/TIME FRAME
3.5
F

Sometimes it is necessary to send information, actions, or objects from one function or element to a succeeding one, bypassing one or more other functions along the way. This sending forward of information for subsequent use is called feedforward, and is shown by the symbol (FF) which is the double F enclosed in a circle, and placed on the signal path. Feedforward must bypass a major function:



Procedures for Using the Generalized Planning Model

The generalized planning model contains directions for designing equity plans for specific correctional settings. In order to design the equity plan, a narrative and flowchart must be completed. The narrative in the equity plan must contain the three major parts included in the generalized planning model. However, the content will be specific to the setting, and the extensiveness with which each section is treated will depend on the particular corrections situation. It is necessary to include the three major parts in each plan: the rationale for the plan in the designated setting, the assessed needs for equity in the particular setting, and the goals to be achieved and means for doing so. Within each section the planners can decide what to include.

In the generalized model each section has three distinct components: (1) definitions of terms, (2) brief discussion of the importance of the function in the particular corrections setting, and (3) an operational description of how the function is to be implemented in the designated setting. For example, for the function concerned with stating objectives in an equity plan, the objectives stated will be those the planners have decided must be achieved to provide equity in that particular setting.

The equity plan will tell what will be done to achieve equity, how it will be done, who will be responsible, and when the activities will take place. The plan which is designed should be a blueprint for action.

The flowchart model which will be drawn to accompany the narrative for the delivery system model will use the same system of point numeric coding and descriptors. The flowchart model will depict the entire equity plan in one graphic model.

Specialized Training to Increase the Usefulness of this Model

This generalized planning model has been designed for use by either individuals or teams of individuals for planning and implementing equity in correctional settings. In order to maximize the potential usefulness of the generalized planning model, training must be provided to the users. Regularly scheduled five-day and ten-day seminars are given annually in centrally located conference centers throughout the United States as a part of the Planning, Implementation, and Evaluation in Corrections Program of the College of Criminal Justice, University of South Carolina. In addition, workshops are conducted on request for individuals from the same or related institutions or agencies in a local area. These workshops, usually from two to five days, are tailored especially to meet the needs of the participants. The seminars and workshops provide training in the basic concepts and skills required for effectively using the systems approach to plan, implement, and evaluate systems for corrections. The seminars provide supervision and guidance to participants in designing plans for delivery systems for their particular correctional institutions or agencies.

Information concerning training and technical assistance may be obtained on request from Dr. T. A. Ryan, College of Criminal Justice, University of South Carolina, Columbia, South Carolina 29208, telephone (803) 777-6504.

CHAPTER I

STATE RATIONALE (1.0)

Introduction

> Communication difficulties abound when role stereotypes interfere with openness . . . . . However, it should be noted that the process of working through stereotypes is the rehabilitative process, and personnel who are not clearly aware of their import need support in the patience-consuming task of relating beyond stereotypes.
>
> C. L. Cooper

The purpose of this chapter is to give directions for the development of a rationale for a correctional agency or institution equity plan.

In the equity plan, the introduction to Chapter I should tell what will be included in the chapter. The introduction should end with a statement that justification for the plan will be given in two sections: description of the situation and statement of the problem.

JUSTIFY NEED FOR PLANNING (1.1)

The first step in making an equity plan is to justify the need for the plan. A rationale consists of a justification for the plan and sets forth the basic assumptions underlying the plan.

A justification is a statement of the reason for doing something. The justification is important because it documents the value of the plan and gives it credibility.

In the equity plan, the section JUSTIFY NEED FOR PLANNING (1.1) is written by identifying the agency or institution in which the plan is to be implemented, describing the geographic location and stating the general scope of the plan. This section also includes a description of conditions under which the plan was developed, when and where the plan was written and who participated in developing the plan.

DESCRIBE SITUATION (1.1.1)

A situation is a condition comprised of a number of related elements concerned with a particular issue, topic, or question.

It is important to describe the situation, past and present, with regard to equity, as this establishes a basis for devising strategies which are relevant for the agency.

In the equity plan, DESCRIBE SITUATION (1.1.1) is written by stating that the situation with regard to equity will be presented in terms of historical perspectives (1.1.1.1) and current conditions (1.1.1.2).

DESCRIBE HISTORICAL ANTECEDENTS (1.1.1.1). Historical antecedents refer to conditions in the past which relate to the present situation regarding equity in the particular agency or institution.

A description of historical antecedents for conditions of equity in a particular agency or institution is important. This description makes it easier to understand how current practices came about and provides some idea of the extent to which present practices are either deeply rooted and firmly set or transitory and susceptible to change.

In the equity plan the section DESCRIBE HISTORICAL ANTECEDENTS (1.1.1.1) is written by describing the history of the agency as it pertains to the issue of equity for women and minorities. Included in this section should be general descriptive information related to equity for women and minorities in the agency or institution.

DESCRIBE CURRENT SITUATION (1.1.1.2). The current situation is a description of existing agency or institutional policies and practices with relation to equity.

A clear description of the existing situation is important, as it identifies the arena in which the equity plan will be implemented and in general, identifies factors which are contributing to the current equity problem.

In the equity plan, the section DESCRIBE CURRENT SITUATION (1.1.1.2) should include a general description of the present practices and policies related to equity. This section does not include detailed statistical data, but, rather, presents a general descriptive statement of the conditions.

STATE PROBLEM (1.1.2)

A problem is a condition of disequilibrium brought about by elements in the situation that are missing or inappropriate, factors that are unknown, or questions that are unanswered.

It is important to state the problem as it concerns the question of equity in the agency or institution, as this largely establishes a target on which the agency's equity plan should focus.

In the equity plan, the section STATE PROBLEM (1.1.2) is written by describing in general terms the existing problem with regard to equity for women and minorities in the agency or institution. A problem statement is brief and usually sets forth the need to find out how to do something. For example, a problem statement might be something like the following:

The problem for the State Corrections Department, therefore, is to find out how to respond to state and federal legislation mandating affirmative action and equal employment opportunity and still have an effective operation in the face of inequitable personnel policies and practices, and an environment which generally reflects deep-seated attitudes and values favoring male domination.

STATE BASIC ASSUMPTIONS (1.2)

An assumption is defined as an underlying belief or principle.

It is important for a management plan to state the underlying principles to be implemented in the plan. In developing an equity plan it is important to state the basic assumptions which relate to the corrections process, management responsibilities, and women as a part of the labor force.

Examples of assumptions which might be made are as follows:

1. Corrections is still a male-dominated field (Rasche, 1976; Arditi et al., 1973; LEAA Task Force on Women Report, 1975).

2. Many correctional facilities exist which were not designed to accommodate female employees (Arditi et al., 1973).

3. Corrections personnel tend to dramatize the potential hazards of certain job positions in corrections, thereby discouraging recruitment of women (Rasche, 1976; LEAA Task Force Report on Women, 1975; Schoonmaker & Brooks, 1975).

4. Attitudes of corrections personnel generally are seen as biased when it comes to the ability of women to fully function as employees (Rasche, 1976; LEAA Task Force Report on Women, 1975; Price, 1977).

5. There is a need for an increased number of correctional staff in the nation's correctional systems (Leeke, 1977; Wilson, 1977).

6. Corrections must make optimum use of all staff resources (Rasche, 1976; National Advisory Commission, 1973; Working for the Bureau of Prisons, 1977).

7. There is a lack of female role models in corrections, especially at the management and mid-management levels (Rasche, 1976; Arditi et al., 1973; LEAA Task Force Report on Women, 1975; United States Equal Employment Opportunity Commission, 1977).

8. The ratio between management versus non-management personnel is less among female corrections employees than male employees (Monday Morning Highlights, 1977; United States Equal Employment Opportunity Commission, 1977).

9. Corrections should develop policies and implement procedures to systematically recruit, select, train, and promote women for all levels of positions (National Advisory Commission, 1973).

10. Corrections should develop a bona fide occupational classification system which provides equal pay for the same positions (Waldron, 1977; United States Equal Employment Opportunity Commission, 1977).

11. Management should ensure that liaison is made between the correctional agency or institution and community educational agencies and institutions to input the training needs of the correctional system and to enhance the educational development of women (LEAA Task Force Report on Women, 1975).

12. Management should ensure that liaison is made between the correctional agency and community educational agencies to maintain a recruitment resource which provides employees with pre-service training tailored to the needs of the correctional agency (National Advisory Commission, 1973).

13. Management should ensure that liaison is made with local employment bureaus in the community to maintain a recruitment source and input the prerequisite requirements of the correctional agency to the employment bureaus (National Advisory Commission, 1973).

14. Management must establish liaison with legislative bodies in the community to gain support for needed changes in ordinances and laws which facilitate providing equitable opportunities for employment (LEAA Task Force Report on Women, 1975).

15. Management must establish liaison with legislative bodies in the community to provide legislators with insight into the problems and needs of correctional employees.

16. Management must establish liaison with all community funding sources to ensure that budgetary resources are adequate. All avenues of funding must be actively and aggressively pursued for supporting active, comprehensive programs for all staff (National Advisory Commission, 1973).

17. Management must establish liaison with the various human resource agencies in the community to ensure provision of needed services which may otherwise be unavailable to employees. Through management's assistance in the procurement of services such as child care or home nursing, more opportunities for employment are opened both in the community and in the correctional agency. Other human resource services, such as counseling and crisis intervention services, can assist in the development and personal growth of correctional employees (Ryan, 1977).

18. Every individual has the right to and potential for a sense of individual accomplishment and pride (Ryan, 1977; McGeorge and Wolfe, 1976).

19. Every woman has the right to acceptance and support for what she is capable of becoming (McGeorge and Wolfe, 1976; Rasche, 1976; Ryan, 1972).

20. It is essential for women to develop positive attitudes concerning work and self to enjoy a successful life career (Erickson, 1977; Ryan, 1971, 1976).

21. Given the opportunity, many women have shown that they can meet greater job responsibilities upon demand (LEAA Task Force Report on Women, 1975).

22. Every individual should have the opportunity to gain specialized knowledge, skills, and attitudes necessary to function effectively as a producer and consumer (Ryan, 1977).

23. The uniqueness of the individual overrides generalization of sex-role stereotyping (Rasche, 1976; Erickson, 1974, 1975, 1977; Kohlberg and Turiel, 1974; Ryan, 1971, 1972, 1976; Harris and Lucas, 1976).

24. All staff members must have the chance to develop job skills and work habits supportive of the goals of the correctional organization (Ryan, 1977).

25. Women's interest in corrections is higher than ever but their advancement is hampered by lack of training, job experience, traditional male bias, lack of role models, and limited promotional opportunities (Rasche, 1976; Arditi et al., 1973; LEAA Task Force Report on Women, 1975).

In the equity plan the section STATE BASIC ASSUMPTIONS (1.2) is a brief introduction to the statement of assumptions. It is written by defining what is meant by assumption, establishing the importance of assumptions in the equity plan, and telling the general areas in which assumptions will be made. Each area should be treated as a separate section of the statement of assumptions (1.2). If assumptions are made under two general headings, these should be presented as (1.2.1) and (1.2.2). It is important, whenever possible, to document the assumptions. An assumption which has some backing in the literature, or is based on research, demonstration, or authority, is stronger than one which is one person's belief.

Conclusion

This chapter is devoted to establishing a rationale for planning. The rationale is established by stating the justification for developing the equity plan and by stating basic assumptions. The rationale provides the philosophy for the equity plan, and this, in turn, is used in the further development of the plan. The next step is to assess needs for equity.

In the equity model, the conclusion is written by briefly summarizing the content of the first chapter and relating it to the succeeding chapter.

CHAPTER II

ASSESS NEEDS (2.0)

Introduction

> The human question is not how many
> can survive within the system,
> but what kind of existence is possible
> for those who do survive.
> Frank Herbert

The purpose of this chapter is to give directions for making a systematic assessment of needs for equity in the agency or institution where the plan is to be implemented.

Needs are defined as discrepancies or disparities between the real and the ideal. A needs assessment for equity is made by projecting an ideal for an agency or institution with regard to equity, describing what is the existing real-life situation, and then determining the discrepancies between real and ideal. It is essential that the same topics be considered in both the ideal projection and real-life analysis to be able to make comparisons.

Ryan et al. (1975) pointed out the importance of making a needs assessment in systematic planning:

> The assessment of needs may reveal weaknesses to cause embarrassment, but when a sincere desire to improve the system exists, the long range gains will far outweigh a temporary discomfort to individuals or departments. (p. 53)

The assessment of needs for affirmative action and equal employment opportunity in a correctional setting will help forestall development of unneeded programs, and prevent wasteful expenditures of resources in the satisfaction of legislative and bureaucratic mandates. Kaufman (1972) suggested that needs assessments be validated continuously to ensure that the needs or discrepancies between the ideal and real are reflected in goals and subgoals.

Neilson (1975) pointed out that in making the needs assessment, it must be kept in mind that this is not a casual identification process. The needs assessment should provide the basis for improving the system. It should not result in wasted energies devoted to worrying about what caused the deficiencies. The needs assessment is one of the most valuable tools for systematic planning.

The assessment of needs reflects the thinking of individuals involved in the system, and derives from a carefully planned collection of relevant data. Assessed needs for equity in an agency or institution reflect what must be accomplished to implement affirmative action and equal employment opportunity programs. Needs reflect inadequacies related to legal, social, and practical issues in development and implementation of affirmative action and equal employment opportunity in correctional settings. The needs assessment reveals problems related to the applicability of federal, state, and local affirmative action and equal employment opportunity laws. The assessed needs constitute the criteria against which evaluation can be made on existing affirmative action and equal employment opportunity plans.

In the agency equity plan the introduction to Chapter II is written by defining what is meant by needs assessment, establishing the importance of making a needs assessment, and, finally, stating that the needs assessment will include a projection of the ideal (2.1), an analysis of the real-life situation (2.2) and a list of discrepancies between ideal and real (2.3).

PROJECT IDEAL SYSTEM (2.1)

An ideal projection is a statement of what an agency would like to achieve and the way in which the organization would like to be operating at a future date. Ideal projections usually are made in terms or one, two, three, and five years.

It is important to project an ideal because it is in this ideal projection that major goals are established for the agency. The ideal projection establishes targets to aim for and provides a standard for measuring progress.

In the agency equity plan, the section PROJECT IDEAL SYSTEM (2.1) is written by defining what is meant by ideal projection, telling why projecting an ideal was considered important for the agency, describing how the projection was made, and, finally, stating that the projection includes a description of the ideal workforce (2.1.1); ideal recruitment and selection practices (2.1.2); ideal personnel policies and procedures (2.1.3); ideal organizational structure (2.1.4); and ideal staff development program (2.1.5). Forms for projecting the ideal are in Appendix B.

PROJECT IDEAL WORKFORCE (2.1.1)

This description of the ideal workforce provides a comprehensive summary of what would constitute an ideal personnel complement for the agency, including breakdown by racial minorities and sex of workers for each job category within the organization. The projection is set against a time frame with one-year, three-year, and five-year target dates. The description indicates where the employees of the organization are positioned in the workforce structure of the agency.

Projecting the ideal workforce structure is one of the most important parts of the agency equity plan. It is, in fact, this work force projection which sets the personnel goals to be met generally over a five-year time frame, with intermediate goals for one and three years. The projection of the workforce is accomplished as the first step in making the ideal projection, since the recruitment and selection practices, the personnel policies, and the organizational structure all will be influenced by the nature of the projection made for the workforce.

In developing the projection of the ideal workforce for a corrections agency or institution, it is important to establish hiring goals, as well as goals for the composition of the total workforce of the agency. This is done within a time frame by occupational category. Goals are not quotas. There are important differences between quotas and goals (South Carolina Human Affairs Commission, 1975):

> Quotas are established by outside authorities; goals are set by the employer.
> Quotas are rigid, inflexible numerical ratios or constants; goals are flexible ratios or constants.
> Quotas are derived from demographic statistics; goals are derived from analysis of manpower availability and competencies.
> Quotas are irreversible and must be met; goals can be changed and, in fact, may not be met.

Establishing the projection of the ideal workforce consists of setting numerical goals for hiring women and racial minorities and relating these goals to target dates. The goals should be projected by job category and should take into account what constitutes an ideal workforce structure for the agency or institution. This projection will involve value judgments on the part of those making the projection. Therefore, it is essential to implement a team effort. In making the projection, the team should consider availability of qualified individuals for the various occupational categories in the agency or institution. This means considering the geographic area from which applicants could be drawn. Availability data can be established by working closely with professional organizations, labor unions, and government agencies. The ideal projection must take into account the anticipated rate of attrition for each job category; this demands an analysis of past turnover rates. It also is important to consider projected expansion within an organization. For example, if a corrections facility is anticipating an increase in population by 50% in the next five years, it is safe to project a corresponding increase in staff. The ideal workforce projection must be made by job category, against the time frame. Dealing only with total employment statistics is a deceiving and misleading exercise.

In the agency equity plan the section PROJECT IDEAL WORKFORCE (2.1.1) is written by describing the workforce for the agency at one-, three-, and five-year target dates in the future. The projection should be presented by job category, and should include breakdown by sex and ethnic background, as well as other characteristics which the agency considers relevant. At a mimimum, the following should be included in describing the ideal workforce as it is projected for the future:

1. *Age (range, average number and percent in various age brackets)*
2. *Sex (number and percent of male and female)*

3. *Ethnic background (number and percent by different backgrounds)*
4. *Marital status (number and percent married and single)*
5. *Job classification (number and percent in different major classifications by sex and race)*
6. *Salary (number and percent at different levels by sex and race)*
7. *Educational achievement (mumber and percent at different levels by sex and race)*
8. *Length of service (number and percent at different stages by sex and race)*

PROJECT IDEAL RECRUITMENT/SELECTION PRACTICES (2.1.2)

Ryan (1977) defined recruitment as the location of individuals with the proper characteristics or the capacity to develop those characteristics which will contribute toward accomplishing the mission of the system. Selection of staff was defined by Ryan (1977) as the process of choosing individuals from among those potentially available for specified assignments on the basis of defined criteria (p. 173). Normally, the selection of one employee also involves the rejection of other potential employees in the process.

It is important to identify exactly what will be expected of staff and to know where potential staff members can be located. A description of how staff will be recruited under ideal conditions, who will be responsible for recruitment in the organization, and the underlying direction of the recruiting effort should be included in the description of ideal recruiting practices for the organization.

> Recruitment is a crucial factor in affirmative action because it is the first procedural point at which equal employment opportunity has traditionally been stymied. (South Carolina Human Affairs Commission, 1975)

It is important in projecting the ideal recruitment system to consider both the recruitment practices involving personal contact as well as recruitment through information dissemination. In setting up an ideal recruiting procedure, a safeguard to bear in mind is that the selection of recruiters is an extremely important element. Traditionally, recruiting has been carried out largely by white males. This is not to say that white male recruiters are ineffective; to the contrary, some of the most effective recruitment programs in corrections have been developed by and implemented through the efforts of white males. However, it is possible that there are also qualified racial minorities and women who might be involved in the recruitment effort. By including racial minorities and women on the recruitment team, both in the development of the procedures and the implementation of the policies, there is an unspoken commitment on the part of the organization to affirmative action and equal employment opportunity. It is very important in the ideal projection for the recruitment and selection functions of the correctional institutions or agencies to address the topic of establishing rapport with minority leaders and resource personnel and with organizations serving the interests of minorities and women. The recruiting team should not overlook the possibility of identifying potential candidates, particularly for technical, professional, or managerial positions, in the traditionally black or women's colleges, community colleges, and universities.

In developing and implementing recruitment techniques involving information dissemination, it is important to include in the ideal projection plans for developing materials which will reach as wide a range as possible of potential employees. Ideally the recruitment process should result in getting individuals from a target group interested in seeking employment in a particular agency or institution. Recruitment is not something that will be effective just by chance. Studies have been conducted of different recruitment strategies; the results of these studies should be taken into account when designing the recruitment system.

The results of a two-year study in Watts, California, provide valuable information for all administrators who are trying to recruit employees from special groups. The special demonstration project in Watts was designed specifically to develop and test various methods of recruiting and retaining black adults. An analysis of the findings revealed that recruitment flyers prompted 12.6 percent of all referrals in the second year, which was an increase of 5.5 percent over the first year. During the two-period of the study, flyers proved to be the most productive recruitment method. A professional mailing service was utilized to pinpoint more accurately the specific target population. Door-to-door distribution of flyers was also highly effective.

An analysis of the results of this study showed that the most productive flyers are created with a minimum of white paper. Colored paper is more eye-catching than white paper and can be helpful in pinpointing desirable recruitment areas. The more artistic the flyer, the more effective. (Art students can be very helpful in this regard.) A second important finding was that simple wording really made a difference. The flyer should answer the questions: Who, What, Where, Why, How, When, and How Much.

A simple, but very important component of recruitment turned out to be the thank-you notes which were routinely sent to agencies distributing the flyers.

It also was considered important that a record was kept of local parades, sports events and other community activities where large numbers of people congregated, and flyers were distributed at these affairs.

In addition to the use of flyers, it was found in the Watts study that it was helpful to have the involvement and help of other community agencies. The preparation of slide-tape presentations was considered invaluable. It was concluded that audiovisuals are essential and presentations should be as brief and concise as possible.

Inviting community groups to visit was found to be another effective recruiting strategy, and it was concluded that distributing information packets at community meetings was worthwhile.

In using the technique of canvassing, it was found in the Watts study that it was essential to provide training for the canvassers, and also to have an information packet prepared which canvassers could distribute. Each canvasser must have an identification card, and there should be some extrinsic reinforcement, such as lunches, provided for the canvassers.

The preparation and use of slide-tape presentations can contribute significantly to the goal of equity in corrections. The Watts study results indicated that there are some basic guidelines to follow to optimize use of slide-tape presentations in recruiting.

1. Write an interesting script and include effective photographs.

2. Secure a good announcer and lively music.

3. Have the narration and editing done in a professional recording studio.

4. Limit the presentation to 20 minutes, with the goal set at 15 minutes if at all possible

5. Avoid dating the presentation by the use of individual names.

6. Develop a storyboard (a script), before starting to take or select pictures.

The use of brochures is very important in recruiting. It is especially important to develop brochures which implement the goals of affirmative action and equal employment opportunity. Guidelines have been developed for facilitating equity in developing materials for publication and dissemination. Reference to these guidelines can be extremely helpful (Macmillan Publishing Co., 1975; Women on Words and Images Inc., n.d.).

The procedures and criteria used in the selection of employees are critical because they tend to be subjective, and may be misused. In projecting an ideal selection practice for an organization, all criteria and procedures related to a particular job should reflect the minimum requirements necessary for that job category, rather than an abstract notion of an ideal employee. The ideal selection criteria will state the conditions of prior background required for entry into a program. These conditions are determined by characteristics requisite for successful achievement of program objectives, and are stated in terms of concepts, skills, knowledge, and attitudes, rather than courses already taken (Ryan, 1977, p. 173).

The selection process is as important as recruitment. The matter of selection has been a court issue for a number of years. There have been a number of cases in which the courts have had to decide whether or not equal employment and affirmative action laws were violated in the selection process. One particular concern in the selection process has been the use of measurement instruments for the purpose of predicting job performance. In essence the courts have held that any practice or instrument used to measure applicants for employment must be valid and reliable for all employees. Since selection is so highly subjective, it is very important to have some kind of procedure established to make the selection process as equitable as possible. One of the most important components of selection is the job analysis. A careful job analysis should be performed for each position in the correctional institution or agency, and on the basis of this job analysis the minimum requirements for successful performance of the job should be determined. In screening and selecting employees for positions in a correctional agency or institution, it is important to bear in mind the hiring goals and timetables set for the institution. In no case should an employer hire a less qualified person or an unqualified person just to meet an affirmative action or equal employment opportunity goal. The relationship between recruiting and selection is an important one, as it is essential to develop and implement a recruiting program that is so effective that it will result in a pool of qualified persons, including women and minorities, established for the agency or institution. It is important, also, for each agency or institution to keep on file applications for positions from individuals not hired, as well as those hired. This application file can serve as an important resource whenever new job openings occur. A person may be unqualified to fill one particular position, but at a later date another position may open for which the individual would have the necessary competencies.

In the agency equity plan this section, PROJECT IDEAL RECRUITMENT/SELECTION PRACTICES (2.1.2), is written by describing in as much detail as possible the ideal which was projected for the recruiting program and the selection procedure.

PROJECT IDEAL PERSONNEL POLICIES/PROCEDURES (2.1.3)

Policies are established guidelines with regulatory power. Policies establish what may and may not be done, and prescribe the operations to be implemented. Procedures refer to the sequence of steps or activities to be followed.

Prescribed policies and procedures are important to achieve equity. These policies and procedures should contribute to elimination of discriminatory practices in areas of wages and salaries, benefits, working conditions, resignation/layoff/dismissal, disciplinary action and grievance proceedings.

The ideal projection should describe the structure for wages and salaries which the agency hopes to achieve at one-, two-, and five-year target dates in the future. This structure should be one which ensures equity for employees of the organization, without regard to race, sex, national origin, or other special reference groups. In the wage and salary projection, the base wages and salaries for the different positions or job classifications in the organization are given with provision for merit increases and percentage cost-of-living increases designed to make employment in the organization attractive to prospective employees, especially women and minorities. There is no conflict between a true merit selection system and equal employment opportunity laws, because each requires nondiscrimination in selection, hiring, promotion, transfer, and layoff. Each requires that these decisions be based solely upon the ability and merit of the individual. The crux of the matter is ensuring that, in fact, this system does prevail; and safeguards to implement the concept of merit equally to all employees must be made part of the ideal projections.

Benefits provided to employees by the institution or agency routinely include medical, hospital, accident, and life insurance; retirement; profit-sharing and bonus plans; annual and sick leave; and other special privileges. In projecting the ideal, special attention should be given to be sure there is no discrimination between men and women with regard to benefits. It is especially important to structure the benefit system so that benefits are not limited solely to heads of households or principal wage earners. This kind of benefit system inadvertently has the effect of discriminating against women in many cases. By the same token, it is essential in the ideal projection to see that benefits which are available to wives and families of male employees are equally available to husbands and families of female employees. For example, if the ideal projection provides for maternity benefits for female employees, there must be equal benefits provided for males. The ideal projection must be equitable in relation to retirement plans, and provision must be made which guards against different optional or compulsory retirement ages based on sex (United States Equal Employment Opportunity Commission, 1972).

There is no room for working conditions which are not equal in every respect for men and women employed in correctional institutions. The ideal projection should address the problem of unequal restroom and recreational conditions in correctional facilities. The ideal projection should include a facility plan which provides modification in the physical plant to accommodate men and women equally. The design of the offices and work areas must be such that women and men employees in the institution have working conditions which facilitate accomplishing the mission of the agency.

The ideal projection includes policies to guide equitable resignation practices and procedures. The major point to be addressed in this area is to be sure that there is a standard policy governing the procedures to be implemented by all employees who resign. It is especially important to include policies related to what happens to employee benefits when the employee resigns, and also to address the question of resignation under protest and the right to grievance.

Layoff and dismissal should be included. A point should be made to include in the ideal projection provision for developing and implementing policies relating to pregnancy and childbirth. It is particularly important to be sure that there is no policy which excludes employees who are pregnant from employment. Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery are temporary disabilities and should be treated the same as any other health or temporary disability, with the same kind of insurance and sick leave benefits applying. The ideal projection includes target dates of one, three, and five years for developing and implementing comprehensive policies governing layoff and dismissal to provide equity under the law for all employees. The reasons for and procedures to be followed in cases of layoff and dismissal must be clearly stated. The ideal projection must identify justifiable reasons for layoffs or dismissals, such as insubordination or unacceptable job performance. Additionally, there should be clearly stated, operational descriptions of acceptable evidence to document each condition constituting grounds for dismissal or layoff.

The ideal projection should describe the nature of policies governing disciplinary action, including the procedures to be followed, the rights of the employees, and the responsibilities of the organization. Any policy governing disciplinary action must include provision for the employee to have rights of redress, opportunity for access to an ombudsman, and ultimately the right to grievance procedures. The policies related to disciplinary action must stipulate exactly the nature of conditions or performances for which employees are responsible which constitute grounds for discipline. There is probably no area of inequity more prevalent than the gray area of discipline carried out through informal channels and behaviors. This kind of situation occurs when an employee is given a less than desirable assignment, particularly one in which the competencies and capabilities of the employee are not being fairly assessed or employed. This informal discipline is a serious problem, and it is important to design and implement policies to safeguard against it.

The ideal projection must include a description of the policies and practices for grievance procedures.

> The rationale for having comprehensive and well defined policies and procedures for the redress of employee grievances is found in the perspective of the two parties involved. From the employees' perspective, knowing that basic rights are safeguarded by established procedures is a source of security and the promise of fairness. From the employer's perspective, it makes sense to provide every possible means for the resolution of grievances internally, to forestall intervention by external authorities. (South Carolina Human Affairs Commission, 1975)

There are some basic principles which should be implemented in developing a policy to govern grievance procedures in corrections. It is essential for the policy to be written, and for an operational description of procedures to follow to be written and available to all employees. It is not enough just to have a grievance procedure policy statement. This must be in the hands of each employee. An employee never should be in a position of wondering just what the procedure is for bringing a grievance, or just what grounds constitute a condition which would justify a grievance. Under ideal conditions all employees have equal access to the grievance procedures, and the requirements or conditions for carrying out the procedures are well defined. It is important to see that employees are not discriminated against in the grievance process through inequitable access to clerical assistance, counsel, or other support services. The grievance procedures should assure all employees of freedom from coercion, discrimination, or reprisal. The procedure should reflect a philosophy of mutual respect, on the part of both employees and employer; and a recognition that both products of and persons in the organization must be considered. The goals of the correctional agency must be taken into account, as well as the concerns of the individuals employed in that organization. In the ideal projection it is important to include in the policy statements the frame of reference within which the grievance procedures have been developed, the rules governing these procedures, and an operational description of the steps to follow in implementing grievances.

In the agency equity plan, the section PROJECT IDEAL PERSONNEL POLICIES/PROCEDURES (2.1.3) is written by presenting the ideal which is projected for the agency. This should be the result of brainstorming and should be a consensus product.

PROJECT IDEAL ORGANIZATIONAL STRUCTURE (2.1.4)

Organizational structure refers to the manner in which the employees of an agency are organized, the provisions for upward mobility of the employees within the agency, and the lines of authority and responsibility between units and individuals employed in the agency.

Projecting the ideal organizational structure is important since this section establishes goals for career advancement opportunities and equitable job descriptions. It is the ideal organizational chart which establishes a basis for fair and just relationships regarding authority and responsibility.

In an ideal situation the organization ensures equity for all the employees. One aspect of this, which also relates to the policies governing promotion and advancement of employees, is that there must be equal access for all employees to the promotional opportunities in an organization. Another component of organizational structure relates to staff development for employees. There must be equal access by all employees to education and training opportunities so that all employees have the chance to become qualified for promotions.

In corrections it is especially important to see that there is a commitment on the part of management to the recruitment and advancement of women and minorities at managerial, professional and technical levels. A skills bank is a useful device to facilitate upward mobility within an organization. The skills bank essentially is an ongoing record of the skills possessed by employees in the organization, together with a statement of the employees' career objectives. The responsibility of management to develop and maintain a suitable climate for growth is probably one of the most important factors ensuring equity for women. It is this climate which provides equitable staff development, career counseling, and harmonious relationships between all levels of staff. The administration is responsible for creating an environment which supports equity for women and minorities in correctional situations.

What the administrator of a particular correctional setting wants is what will happen. It is the administrator who will really determine the extent to which women and minorities are employed and at what levels.

The results of legislative, bureaucratic, and judicial mandates have caused managers to place women or minorities in managerial positions. This placement has come about as a result of external impositions rather than the more normal upward mobility which ordinarily would result in the setting. In these cases some of the staff members have been placed because of sex or race rather than qualification. The result has been negative, because the individuals have failed to perform satisfactorily and failed to establish credibility. The remedy for these situations is to provide staff development and career counseling for women and minorities. Providing staff development and career counseling increases ability to function and develops positive relationships among staff. Staff development and career counseling assist staff in realizing how their attitudes towards their jobs, their subordinates, and their superiors affect the chances for upward mobility.

In projecting the ideal organizational structure, lines of authority and responsibility are set. This can be accomplished with organizational charts in which these lines are delineated in relation to the positions in the organization. Charts can be drawn to project the structure at one-, three-, and five-year target dates in the future.

In the agency equity plan the section PROJECT IDEAL ORGANIZATIONAL STRUCTURE (2.1.4) is written by describing what the organization will be like one, three, and five years in the future, if the ideal is realized. This will include presenting organizational charts, with lines of authority and responsibility delineated; describing access to career counseling and staff development opportunities; and, in general, describing the possibilities for career advancement within the agency.

PROJECT IDEAL STAFF DEVELOPMENT PROGRAM (2.1.5)

Staff development refers either to the planned programs of education and training provided in-house or to those offered by outside agencies and made available to employees of the agency. Staff development programs are intended to develop knowledge, skills, and attitudes required for effective performance in an employee's present position and to prepare the individual for career advancement.

It is important to make staff development opportunities available to all employees, from the standpoint of both the benefits this will bring to the agency and what it will mean to the person. As employees are better prepared for their jobs, they are able to contribute more to the realization of the agency's goals. At the same time, employees will be able to advance within the organization and to perform successfully at higher levels when they are given the chance to develop the specialized skills essential for the higher level positions. Staff development is particularly important for women and minorities because of their need for training in managerial skills and leadership roles.

In the agency equity plan the section PROJECT IDEAL STAFF DEVELOPMENT PROGRAM (2.1.5) is written by describing what would constitute an ideal staff development program for the agency, including both the kinds of opportunities to be offered in-house and the access to opportunities for external training programs. This should include a description of who will participate in training, the kinds of training, and the amount of participation.

ANALYZE REAL-LIFE SITUATION (2.2)

The next step after projecting the ideal is to analyze the real-life situation. Analysis is the process of taking a whole organization, structure, or object and breaking it down into its component parts. The analysis of the real-life situation refers to taking available data about the agency which relate to equity and categorizing these data appropriately. The result should be to describe in as much detail as possible the existing situation in the agency with regard to the workforce complement, recruiting and selection procedures, policies, and organizational structure.

The analysis of the real-life situation is important. It represents an information subsystem for achieving equity in the agency. This analysis is necessary to realize the development and implementation of affirmative action and equal employment opportunity. There is little question that the planning function of any system or program is facilitated and improved by having carefully analyzed data. Caffrey and Mosmann (1967) concluded that simulation and modeling are useful in analyzing data for a system. In the design of a delivery system, as well as in the monitoring stage of system operation, it is essential to have relevant data about the components which make up the affirmative action and equal employment opportunity programs.

In the agency equity plan, the section ANALYZE REAL-LIFE SITUATION (2.2) is written by defining the terms, establishing the importance of this analysis for the agency, and then stating that the analysis will include descriptions of the current workforce (2.2.1), current recruitment and selection practices (2.2.2), current personnel policies and procedures (2.2.3), current organizational structure (2.2.4), and current staff development program (2.2.5). Samples of formats for gathering data on the real-life situation are found in Appendix C.

DESCRIBE CURRENT WORKFORCE (2.2.1)

The description of the agency workforce is a comprehensive profile of the total workforce employed by the agency. This includes a summary of complete workforce records, including quantitative and subjective data, both current and historical.

It is important to describe the workforce as it exists in the current situation. This description provides the baseline for comparison with the ideal that was projected for the agency. The superordinate goal for the equity plan is the attainment of the perfect workforce for the agency. There is no way to realize this without first establishing what that perfect workforce would be, and then comparing this ideal with what actually exists. From this point it is easy to determine where the discrepancies lie, and to take appropriate steps, through recruitment, selection, policy making, and organizational structure, to work toward the desired ends. It can be seen that a key component in this entire process is giving an accurate, complete picture of the current workforce as it exists within the agency.

In the equity plan, the section DESCRIBE CURRENT WORKFORCE (2.2.1) is written by presenting a profile of the existing workforce. At a minimum the following data should be recorded to describe the total workforce in the agency in which the equity plan will be implemented:

1. *Age (range, average number and percent in various age brackets)*
2. *Sex (number and percent of male and female)*
3. *Ethnic background (number and percent in different backgrounds)*
4. *Marital status (number and percent married and single)*
5. *Job classification (number and percent in different major classifications by sex and race)*
6. *Salary (number and percent at different levels by sex and race)*
7. *Educational achievement (number and percent at different levels by sex and race)*
8. *Length of service (number and percent at different stages by sex and race)*

Additional data should be provided if available. The idea is to provide in tabular form a composite picture of the total workforce, not to identify or describe a single individual. As much data as possible should be recorded to describe the workforce. An information processing form could be used to record data about the workforce. Wherever possible the analysis of the current situation should be made from an historical perspective. The analysis should include a breakdown of the number of job applicants, the number employed, the rates of attrition, and promotions by race, sex, and job category for a minimum of two years' time.

DESCRIBE CURRENT RECRUITMENT/SELECTION PRACTICES (2.2.2)

Recruitment and selection practices refer to the way in which new employees are identified and encouraged to apply for employment in the agency, and the process which is carried out in deciding which applicants to hire.

It is important to describe exactly what is happening in the present situation with regard to recruitment and selection of new employees.

This description establishes a baseline to be compared against the ideal. Subsequently, the comparison will result in setting recruitment and selection goals and implementing procedures which will result in equity in these activities, as well as leading to equity in the total workforce structure.

In the agency equity plan, the section DESCRIBE CURRENT RECRUITMENT/SELECTION PRACTICES (2.2.2) is written by presenting a description of the current procedures used to recruit and select personnel. The description of the selection practices and procedures should include any tests or other selection criteria which are used. A list of the recruiting sources used in finding applicants should be included in the description of recruitment. A statistical picture should be given of the personnel involved in recruiting, by race, job title, and sex of recruiters; the primary places which are visited by recruiters should be identified; the person-to-person recruitment process should be described; and a statistical description of recruitment through dissemination of materials should be given.

DESCRIBE CURRENT PERSONNEL POLICIES/PROCEDURES (2.2.3)

Personnel policies and procedures refer to existing regulatory guidelines and activities carried out with regard to employees of the agency.

A review of the current personnel policies and practices is important and will be helpful to system planners in identifying areas which may be discriminatory and also in pointing out possible ways to achieve affirmative action.

In the agency equity model, the section DESCRIBE CURRENT PERSONNEL POLICIES/PROCEDURES (2.2.3) is written by giving a description, including statistical data, of all personnel policies and practices which are relevant to the particular agency. The idea is to present a composite picture of all of the current policies and procedures related to the personnel employed in an agency. The same kinds of data as those included in the ideal projection for personnel policies should be included here. This will make it possible to compare the ideal and real policies.

DESCRIBE CURRENT ORGANIZATIONAL STRUCTURE (2.2.4)

The description of the existing organizational structure refers to the summary of the way in which employees of the agency are organized, the opportunities for upward mobility within the agency, and the lines of authority and responsibility between units and individuals employed in the agency.

The description of the organizational structure is important, because it will provide a basis against which the ideal organizational structure can be compared. The discrepancies between ideal and real will point to needed changes in order to achieve equity in the agency.

In the agency equity plan, the section DESCRIBE CURRENT ORGANIZATIONAL STRUCTURE (2.2.4) is written by describing what the organization actually is like at present. This includes presenting organizational charts, with lines of authority and responsibility delineated; describing access to career counseling and staff development opportunities; and, in general, describing the possibilities for career advancement within the agency.

DESCRIBE CURRENT STAFF DEVELOPMENT PROGRAM (2.2.5)

The current staff development program refers to the existing opportunities for education and training within the agency, and the access to programs offered by outside agencies.

It is important to describe the existing staff development program as this will provide a basis against which to compare the ideal staff development program that was projected for the agency. The discrepancies between the ideal and the real will indicate the need for developing more programs in-house and making more opportunities on the outside available, as well as giving some indication of the extent to which attention must be given to increasing access to staff development opportunities for women and minorities.

In the equity plan the section DESCRIBE CURRENT STAFF DEVELOPMENT PROGRAM (2.2.5) is written by indicating the education and training programs offered by the agency which are available to employees, including a breakdown by sex and race with regard to participation in the past year. Included also is the same information with regard to programs conducted by outside agencies.

DETERMINE/PRIORITIZE NEEDS (2.3)

Determining needs refers to the process of comparing the ideal projection with the real-life situation and identifying disparities or discrepancies between ideal and real. Prioritizing needs refers to placing the discrepancies in order of urgency of attention and feasibility of addressing attention to the need at that time.

It is important to determine needs. These discrepancies between the ideal and the real provide a basis for evaluation and also help in prioritizing goals.

In the agency equity plan the section DETERMINE/PRIORITIZE NEEDS (2.3) is written by defining the concepts and then establishing the importance of identifying the equity needs in the agency for which the plan is being developed. Finally, a statement is given which indicates that the needs assessment will be accomplished by first determining needs and then placing those needs in priority order.

DETERMINE NEEDS (2.3.1)

Determining needs refers to identifying discrepancies between the ideal and the real-life situation with regard to the workforce, recruitment and selection, personnel policies, organizational structure, and staff development.

Determining these needs is important as a prerequisite to finalizing goals and deciding on means to achieve the goals.

In the agency equity plan this section, DETERMINE NEEDS (2.3.1), is written by giving a brief statement to the effect that the needs for equity in the agency will be determined by comparing the ideal projection and the real-life situation with regard to workforce needs (2.3.1.1); recruitment and selection needs (2.3.1.2); personnel policies and procedures needs (2.3.1.3); organizational structure needs (2.3.1.4); and staff development needs (2.3.1.5).

DETERMINE WORKFORCE NEEDS (2.3.1.1). The workforce needs refer to disparities or discrepancies between the ideal and the real in relation to the number and type of personnel required to carry out the functions of a particular correctional institution or agency. Determining workforce needs requires a comparison of the ideal workforce described in (2.1.3) and the actual workforce described in (2.2.3). Workforce needs are related to the competencies required as well as to the numbers of minorities and women required.

It is important to establish as accurately as possible the workforce needs. More than any other set of needs, this set will play a critical part in actually realizing equity for the agency. It is the set of the workforce needs that will largely determine what goals will be set for recruiting, selection, policy making, organizational structure, and staff development. All other needs are secondary to the workforce needs.

In the agency equity plan this section, DETERMINE WORKFORCE NEEDS (2.3.1.1), is written by comparing the ideal with the real, and giving the results in either chart or paragraph form. It would be appropriate to include an introductory section establishing the importance of these needs in the agency's equity plan.

DETERMINE RECRUITMENT/SELECTION NEEDS (2.3.1.2). The recruitment and selection needs refer to the disparities or discrepancies between the ideal recruitment and selection practices described in (2.1.2) and actual practices described in (2.2.2). Needs in recruitment and selection practices are determined by comparing the ideal recruitment and selection practices with those currently being employed.

It is important to determine the recruitment and selection needs, since the way in which individuals are encouraged to apply for employment in the agency and the procedures for selecting employees will be major factors in achieving the desired workforce for the agency.

In the agency equity plan this section, DETERMINE RECRUITMENT/ SELECTION NEEDS (2.3.1.2), is written by listing the discrepancies between the ideal projection for recruitment and selection and the actual recruitment and selection practices in the real-life situation. The section can be presented in chart or paragraph form.

DETERMINE PERSONNEL POLICIES/PROCEDURES NEEDS (2.3.1.3). The personnel policies and procedures needs refer to the disparities or discrepancies between the ideal personnel policies and procedures to develop and implement affirmative action and equal employment opportunity and the personnel policies and procedures which are currently in force. It is important to determine personnel policies needs since a lack of policies to support the concept of equity will make it impossible to reach the desired ideal projected for the workforce. The personnel policies and procedures needs are determined by comparing the ideal personnel policies and procedures (2.1.1) with the personnel policies and procedures which currently exist (2.2.1).

In the agency equity plan the section DETERMINE PERSONNEL POLICIES/ PROCEDURES NEEDS (2.3.1.3) is written by stating the discrepancies between the ideal and the real with regard to personnel policies and procedures. This can be presented in chart or paragraph form.

DETERMINE ORGANIZATIONAL STRUCTURE NEEDS (2.3.1.4). Organizational structure needs refer to the discrepancies between the ideal organizational structure for a correctional setting described in (2.1.4) and the description of the organizational structure as it really exists, which was described in subsystem (2.2.4). The organizational structure needs are determined by comparing what is desired to what is on hand.

Determining the organizational structure needs is important since it is likely that changes will have to be made in lines of authority and responsibility, provision for upward mobility, and job descriptions in order to realize ultimately the desired workforce structure.

In the agency equity plan this section, DETERMINE ORGANIZATIONAL STRUCTURE NEEDS (2.3.1.4), is written by presenting in chart or paragraph form the discrepancies between the ideal and the real with regard to the organizational structure of the agency.

DETERMINE STAFF DEVELOPMENT NEEDS (2.3.1.5). Staff development needs refer to the discrepancies between the ideal projected for staff development in the agency and the existing staff development opportunities afforded employees of the agency.

Determining the staff development needs is important in equity planning, since the provision of education and training opportunities will play a significant part in ultimately realizing the desired workforce structure. This is particularly important in realizing the desired level of participation by women and minorities in technical,

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managerial, and professional positions, for which specialized training will be required.

In the agency equity plan the section, DETERMINE STAFF DEVELOPMENT NEEDS (2.3.1.5) is written by presenting the discrepancies between the ideal that was projected for staff development and the actual staff development opportunities in the agency. This can be done in either chart or paragraph form.

PRIORITIZE NEEDS (2.3.2)

Prioritizing needs means placing the needs which have been determined into priority order based upon urgency of addressing the need and feasibility of fulfilling the need. Urgency refers to the immediate importance in meeting the need; feasibility refers to the possibility of meeting the need.

Prioritizing needs is important because it alerts the agency or institution to disparities or discrepancies which should be addressed first. Usually there are more disparities than can be addressed at one time and a timetable needs to be established. Thus, one of the most important steps in assessing needs is to prioritize the discrepancies. Mager (1970), in considering the entire spectrum of analyzing performance problems, emphasized the need to determine the importance of discrepancies once the nature of the discrepancies has been determined:

> Not every discrepancy between what people do and what we would like them to do is worth trying to eliminate. It is simply not realistic to expect to be able to remold the world into an image of our own desires. We must be selective about which discrepancies to attack. The way to do that is to check the consequences of leaving the discrepancy alone. A useful thing to do is to complete the sentence: "The discrepancy is important because. . . ." This will help you avoid . . . the head nodding that is so easy when the question is asked in the yes-no form. Completing the sentence will force into the open the reasons why someone says the discrepancy is important. Once that is done, the importance of the discrepancy can be evaluated more realistically. (p. 12)

The process of establishing priorities is accomplished by rating and rank-ordering the needs which have been identified. A chart is a helpful tool for prioritizing needs. When a chart is used, list all needs to be prioritized on one axis. On the converging axis list the criteria for rating. Each need may then be rated, and the ratings placed on the grid. The two major criteria to be considered in rating are urgency and feasibility. A need may be identified which is seen as tremendously urgent, but, given the existing situation there is no way to see how anything might be done to meet the need in the foreseeable future. Thus, the feasibility would be very low; urgency would be high. The need probably would fall about midpoint on a grid.

With the completion of prioritizing needs (2.3.2), the equity needs assessment for the agency is complete. The next step is to establish goals and decide on the best possible means for achieving those goals. In determining ends and means, information from the rationale (1.0) and the results from the needs assessment (2.0) are synthesized in an operational plan. The rationale and the needs assessment constitute the front end of the planning process. Without these essential first steps there is no way to accomplish systematic, proactive planning.

Conclusion

This chapter discussed the assessment of needs for equity. The needs assessment is an important part of planning for equity, since the results of the assessment indicate discrepancies between what is desired and what in fact is actually the case. The rationale which was developed in Chapter I and the needs assessment completed in Chapter II constitute the front end of planning, and lay the foundation for setting the objectives and deciding on means for achieving these objectives. The next step is to synthesize desired ends and means for achieving these goals.

In the agency equity model, the conclusion to Chapter II is written by summarizing the content of the chapter and relating it to Chapters I and III.

CHAPTER III

SYNTHESIZE ENDS/MEANS (3.0)

Introduction

The purpose of Chapter III is to state the desired ends to be achieved and the means by which these goals will be accomplished. This chapter presents the operational blueprint for action for an agency to provide and maintain equity.

The synthesis of ends and means is a statement of desired ideals to be achieved and the practices and procedures to be implemented in order to achieve these ends. The synthesis of ends and means is accomplished by using the foundation for planning which was established in first establishing a rationale for the plan and then assessing needs for equity in the agency.

It is important to give careful attention to the synthesis of ends and means for equity in the corrections agency. It is this synthesis of desired ends and the means for realizing these ends that sets the performance objectives, determines the activities to be implemented to achieve the objectives, establishes a time frame in which to progress toward the desired ends, establishes the cost, and names the positions which will have responsibility for monitoring progress toward each objective. In fact, it is in this synthesis of ends and means that accountability is ensured. By employing a systematic process for establishing ends and determining means, the chances for making the best possible use of available resources are greatly enhanced. When a systems approach is implemented in setting desired ends and determining means for achieving the goals, attention is given to possible contingencies which might arise and alternatives to be considered in light of the various contingencies. For example, if there is a likelihood that a correctional institution will be required to increase its population from 1,000 to 3,000 within the coming five-year period but the population increase is not absolutely certain, it would be a good idea to make two plans, contingent on the two possible conditions. One plan would be devised in light of a constant population of 1,000; the other plan would be made to accommodate a population of 3,000. Another example of contingency planning would be to vary the anticipated appropriation for support of the personnel function in the agency. Plan A might be devised against a total budget of $750,000, and Plan B might be made with a budget of $900,000 as the outside figure to support the personnel function.

It is important to bear in mind that the equity goals for the agency were initially set at the time the ideal was projected. Ordinarily, the desired ends which are set forth in the ideal projection tend to be very idealistic, and somewhat removed from the realm of practical attainment, at least within the immediate future. In this section the goals are converted to performance objectives which are very specific in nature and are attainable within a given time limit.

In the agency equity plan the introduction to Chapter III is written by describing briefly the relationship of the preceding chapters to this one, and by including a statement telling the purpose of Chapter III.

STATE EQUITY GOALS (3.1)

A goal is a desired outcome, general in nature, and somewhat idealistic and abstract. Goals are not measurable. Goals should not be so far removed from reality as to be meaningless. Neither should they be so pedestrian that no effort is needed to accomplish them.

Goals may be either acquisitive or retentive. Acquisitive goals are desired ends which do not currently exist in the organization. Retentive goals are desired ends which currently do exist in the organization, and which are deemed important to retain in the future.

Ends and means are interrelated. There is a hierarchy of ends and means. Their interrelationship is expressed in the form of product goals and process goals which are implemented in performance objectives.

Product goals are intrinsic goals. Product goals are considered to have worth in and of themselves, and constitute ultimate ends to be achieved. The product goals reflect the philosophy of basic assumptions of the agency and are compatible with the mission of the agency. The achievement of product goals leads to accomplishment of the agency's mission.

Process goals are instrumental goals, and refer to the means by which product or intrinsic goals can be attained. Whereas product goals refer to the ultimate ends desired for the agency, process goals refer to the processes or instrumental means by which the desired ends can be achieved. Goals which are very broad in nature and have universal applicability are implemented in process subgoals which fit a particular agency's philosophy and needs. The subgoals subsequently will be implemented in performance objectives. Subgoals are desired ends, general in nature and somewhat idealistic, which are specific to an agency. A product goal might be to achieve a workforce implementing the concept of equity. A subgoal for this might be for the agency to have a workforce complement with equal representation of qualified men and women employed in all occupational categories. A process goal might be to provide an equitable program of recruitment and selection. A subgoal implementing this process goal might be to conduct an in-house recruitment program.

The statement of product and process goals is important because it establishes the desired outcomes for the agency to achieve equity. There is a feedforward from the ideal projection which was made in (2.1). This is to ensure that the statement of product and process goals which is made in this section (3.1) is compatible with and derived from the ideal projection. In fact, the desired ends which were set when the ideal was projected and the product and process goals stated in (3.1) could be identical.

In the agency equity model the section STATE EQUITY GOALS (3.1) is written by defining the terms goal, product goal, and process goal; and telling why the statement of equity goals for the agency is important. This will be followed by the sections in which the product and process equity goals for the agency are stated. These goals will be the same for all agencies, since they are universal. They have been derived through consensus and have been subjected to review, simulation, and field test, and have been held to be viable.

STATE EQUITY PRODUCT GOAL (3.1.1)

To implement the mission of equity in corrections, one product goal must be attained in every agency. This product goal reflects the concepts of affirmative action and equal employment opportunity and contributes to the accomplishment of optimum achievement of the agency mission. The product goal is to achieve and maintain a workforce complement that implements equity within the correctional setting.

This product goal, or realizing the perfect workforce to implement equity, is the most important single element in the equity plan. The process goals will be set; subsequently, all will be directed toward ultimate realization of the perfect workforce within the agency.

In the agency equity model this section, STATE EQUITY PRODUCT GOAL (3.1.1), is written by stating the goal and telling why it is important for the agency.

STATE EQUITY PROCESS GOALS (3.1.2)

The process goals which are set will be the same for each agency, since these goals, like the product goal of an equitable workforce complement, have been derived through consensus, evaluated, reviewed, simulated, and field tested, and held to be universally viable. The process goals are instrumental goals which are considered essential to ultimate achievement of the intrinsic product goal, the equitable workforce complement. There are four process goals which must be accomplished in every agency to realize an equitable workforce. These four process goals reflect the broad areas to be developed to achieve affirmative action and equal employment opportunity in corrections, and at the same time contribute to optimum achievement of the mission of the agency. The areas to be developed in each agency to realize an equitable workforce are equitable recruitment and selection; equitable personnel policies; equitable organizational structure; and an equitable staff development program.

These process goals are important, as they specify in broad terms the means to be employed in order to achieve equity.

In the agency equity model the section STATE EQUITY PROCESS GOALS (3.1.2) is written by telling what the four process goals are, why they are important to the agency, and how they relate to the product goal which was stated in (3.1.1). In the next four sections these process goals will be defined.

STATE RECRUITMENT/SELECTION EQUITY GOAL (3.1.2.1). The goal of equitable recruitment and selection refers to developing and maintaining an equitable program to recruit and select qualified personnel for a correctional agency.

Recruitment and selection of staff are two of the most important functions in developing affirmative action and equal employment opportunity. System planners should ensure that recruitment and selection have high priority in the correctional setting, because it is here that the staff is brought in to deliver the redirective program to accomplish the mission of corrections.

STATE PERSONNEL POLICIES EQUITY GOAL (3.1.2.2). The goal of equitable personnel policies refers to developing and maintaining equitable personnel policies in a particular correctional system.

STATE ORGANIZATIONAL STRUCTURE EQUITY GOAL (3.1.2.3). The goal of establishing an organizational structure refers to the development of a personnel system which will ensure equitable employment from entry level to executive/management level. This goal also includes provision for fair and just line and staff relationships.

It is important to determine the most effective way to design an organizational structure which is free from systemic bias. Designing a viable organizational structure allows planners to identify the areas that provide upward mobility for women and minorities.

STATE STAFF DEVELOPMENT EQUITY GOAL (3.1.2.4). The goal of staff development refers to establishing and maintaining an equitable program for developing capabilities of personnel to perform satisfactorily in their jobs, to be prepared for career advancement, and to realize broader career experiences.

STATE EQUITY SUBGOALS (3.2)

The product and process goals which are stated in (3.1) are described in broad terms, are universal, and repeat the desired ends which were set forth in the ideal projection. These goals must be converted to subgoals, which will also be expressed in broad, general terms, but these will be directly related to the agency. Subgoals are always idiosyncratic in terms of the unique situational factors which are present in a particular setting. The subgoals which are presented in this section are intended to serve as examples, and to illustrate the manner in which goals are converted to subgoals.

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The development of subgoals is an important step in planning for equity to be attained by any corrections agency. Once the set of subgoals is established, it is then possible to consider various ways of implementing the subgoals, and finally to define the performance objectives.

In the agency equity plan the section STATE EQUITY SUBGOALS (3.2) is written by telling what is meant by the term subgoal, and establishing the importance of the set of subgoals in the agency's equity plan. This will be followed by actually stating the product and process subgoals for the agency, and implementing the universal product and process goals stated in the section (3.1).

STATE EQUITY PRODUCT SUBGOALS (3.2.1)

Equity Goal: To achieve a workforce complement that implements equity

Equity Subgoals: To achieve a ratio of 3 to 1 for men and women employed in managerial occupations

To achieve a ratio of 3 to 1 for women and men employed in clerical occupations

These are examples of equity product subgoals. In the agency equity model, the section STATE EQUITY PRODUCT SUBGOALS (3.2.1) states the equity product subgoals implementing the major goal of an equitable workforce for the agency.

STATE EQUITY PROCESS SUBGOALS (3.2.2)

There are four equity process goals. All of these process goals must be achieved in order to realize the product goal of equity in the workforce. It is possible that an agency may already be achieving one or more of the process goals at a desired level, in which case it would not be necessary to develop subgoals for these particular process goals. This relates to the idea of goals being acquisitive and retentive. An agency wants to retain what it has that represents a desired end, or an ideal. It will be interested in acquiring what it does not have in the way of desired ends. Thus, of the four process goals, it is possible that an agency is already at the desired performance level in one or more of the areas.

The following section gives examples of process subgoals implementing the equity process goals.

STATE RECRUITMENT/SELECTION PROCESS SUBGOALS (3.2.2.1). The instrumental ends to be achieved to accomplish the desired recruitment and selection program make up the recruitment/selection process subgoals. These subgoals identify the means to be implemented to reach the desired recruitment and selection program for the agency. Following are examples of recruitment and selection process subgoals:

Process Goal: To develop and maintain an equitable program for recruiting and selecting qualified personnel

Process Subgoals:
- To conduct a community recruitment program
- To conduct a recruitment program through mail publicity
- To conduct an in-house recruitment program
- To conduct a career opportunities program
- To conduct a systematic staff selection program

STATE PERSONNEL POLICIES PROCESS SUBGOALS (3.2.2.2). The instrumental ends to be achieved to ensure having the desired personnel policies and procedures constitute the personnel policies process subgoals. These subgoals identify the means to be implemented to reach the desired personnel policies and procedures for the agency. Following are example process subgoals for personnel policies and procedures.

Process Goal: To develop and maintain an equitable personnel policies and procedures program

Process Subgoals:
- To develop policies for building standards implementing equity
- To develop a program for continual analysis and review of policies
- To develop policies for equity in leaves
- To develop policies for equity in promotions
- To develop policies for equity in salaries and wages

STATE ORGANIZATIONAL STRUCTURE PROCESS SUBGOALS (3.2.2.3). The instrumental ends to be achieved to ensure having the desired organizational structure constitute the organizational structure process subgoals. These subgoals identify the means to be implemented to reach the desired organizational structure within the agency. Following are examples of organizational structure process subgoals:

Process Goal: To develop and maintain an organizational structure and contextual setting which provides equitable employment from entry level to executive/managerial categories and provides equitable line and staff relationships

Process Subgoals:
- To develop a staff grievance procedure to ensure equity
- To develop an organizational chart with equitable line and staff relationships
- To provide open access to specialized managerial training
- To review and revise job descriptions to ensure equity
- To establish and maintain a communication network supporting equity

STATE STAFF DEVELOPMENT PROCESS SUBGOALS (3.2.2.4). The instrumental ends to be achieved to ensure having the desired staff development program constitute the staff development process subgoals. These subgoals identify the means to be implemented to reach the desired staff development program for the agency. Following are examples of staff development process subgoals:

Process Goal: To establish and maintain an equitable program for developing capabilities of personnel to perform satisfactorily in their jobs, to be prepared for career advancement, and to realize broader career experiences

Process Subgoals: To provide a career decision-making program
To provide a managerial skills program
To provide a role-modeling program
To provide a leadership-training program
To provide a values clarification program

CONSIDER PARAMETERS/RESOURCES/CONSTRAINTS (3.3)

The next step after determining the subgoals to be accomplished by the agency is to consider parameters, resources and constraints. This will make it possible to determine if the future is absolutely certain and a commitment plan can be developed, or if there is some uncertainty with two or more possible futures in view, in which case contingency plans will be in order. It is important to analyze the parameters, resources and constraints to determine whether it will be necessary to develop two or more alternative plans. This analysis also needs to be done before performance objectives are defined.

In the agency equity model the section CONSIDER PARAMETERS/RESOURCES/CONSTRAINTS (3.3) is written by briefly stating the relationship of this step to the preceding development of goals and subgoals and telling how this activity will determine the kind of operational plan to be devised.

SPECIFY PARAMETERS (3.3.1)

A parameter is a requirement of a system. Parameters are givens. They include time, money, staff, facilities, hardware and software. Parameters take on special significance when quantified, that is, assigned numerical values. Every system has parameters, that is, the requirements or givens for system operations. However, the numerical values assigned to parameters can vary from system to system or within a system. Each parameter should be analyzed and specified with care and precision, because parameters represent the requirements for implementing a given affirmative action and equal employment opportunity program. A sample form for listing parameters is in Figure 1.

PARAMETER	DESCRIPTION	QUANTIFIED PARAMETER
Time	Amount of time to start and conduct an affirmative action program	3 months/start 2 years conduct program
Finances	Amount of money to support an affirmative action program, including salaries, materials, repair, supplies and rent/capital outlay	$50,000
Staff	Personnel to initiate and maintain affirmative action in the correctional setting	1 administrator, 2 clerks, 3 recruiters, 2 stenographers, 1 keypunch operator
Facilities	Space available for program purposes	4 offices, 1 15 x 20 room
Hardware/ Software	Equipment and supplies for program use	1 car, 4 typewriters, 4 desks, office supplies for 5 persons

Figure 1. Example of reporting parameters

It is important to remember that while parameters cannot change, the numerical values of each parameter may be varied under different conditions in a system. Contingency planning will be related to the changes in these numerical values of parameters. By varying the values of the parameters, it is possible to determine what solutions will be needed in order to accomplish the product goals of a system. The next step in synthesizing the contingency or commitment plans is to identify resources and constraints.

In the agency equity model, the parameters for the equity plan must be given. In the event that there are two or more possibilities as far as numerical values are concerned, the section which lists quantified parameters should be divided into two or more columns, identified as Conditions A, B, . . . n. In these columns the various sets of parameters will be listed. Ordinarily there would be no more than two or three columns, representing the most pessimistic, the most probable, and the most optimistic conditions.

IDENTIFY RESOURCES AND CONSTRAINTS (3.3.2)

A resource is defined as an asset to the operation of a system. Resources are those things of value which contribute to the success of a system. A constraint is defined as a known restriction or obstacle which hinders progress in the design, development, operation, or maintenance of a system. A constraint would be an obstacle standing in the way of realizing the goals of affirmative action and equal employment opportunity in a correctional setting, whereas a resource would be anything that would facilitate achieving equity. Parameters can be either resources or constraints.

In the agency equity model this section, IDENTIFY RESOURCES AND CONSTRAINTS (3.3.2), is prepared by identifying the resources and constraints in the particular agency. This will require listing resources and constraints. Identify resources by listing the factors which affect the system in a positive manner to achieve product goals. A resource for achieving affirmative action and equal opportunity would be the amount of money which has been budgeted for the program. Another resource would be the amount of time in which to start an affirmative action program. Whatever factors optimize the possibility of accomplishing the system's mission should be listed and analyzed. Identify constraints by listing all of the factors which may stand in the way of achieving affirmative action and equal employment opportunity in a particular correctional setting. Constraints may be either internal or external. External constraints refer to those constraints imposed on a system from an external source. A hiring restriction, or freeze, is an example of an external constraint. Internal constraints are those constraints which have been imposed from within a system. An example of an internal constraint may be a policy which will not allow female staff on a maximum-security cellblock. The challenge is to determine which internal constraints could possibly be overcome simply by removing a particular policy or procedure. In some instances a constraint could be turned into a resource.

DETERMINE COMMITMENT OR CONTINGENCY PLAN (3.4)

As soon as the resources and constraints have been analyzed and parameters established, it is possible to determine what kind of plan this will be: commitment or contingency. If there is only one set of parameters, the plan will be a commitment plan. This requires the designing of activities within the limits set by the parameters. No alternatives will be considered.

If there are two or more sets of parameters, these will be contingency plans. Each set of parameters describes one contingency condition. The activities to be implemented and the outcomes to be expected under each set of contingency conditions will be described.

It is important to decide whether the future is certain or uncertain, as this determines the kind of plan to be developed. In the case of an uncertain future, with the possibility of two or more sets of parameters, it is extremely important to be prepared for these possible futures by having planned in advance what to do, who will be involved, and when and where the activities will take place in order to accomplish the desired equity goals.

In the agency equity plan this section, DETERMINE COMMITMENT OR CONTINGENCY PLAN (3.4), is written by giving a brief introduction explaining the nature of the two plans. This is followed by stating which kind of plan will be appropriate for the agency, and finally by presenting the plan in skeletal form by listing the parameters and stating the subgoals to be accomplished for each listing. An example of the presentation of two alternative contingency plans is given in the following section.

PRESENT CONTINGENCY PLAN (3.4.1)

The most pessimistic set of conditions would be as follows:

Time	6 months to start 1 year to conduct program
Finances	No additional funds
Staff	1 administrator .50 FTE Affirmative Action Officer 1 clerk .50 FTE 6 volunteers at 20 hours/week each
Facilities	Office, 20 x 14
Hardware/ Software	1 car 1 typewriter 2 desks Office supplies up to $500

Given the conditions described above, the following subgoals will be accomplished:
To provide a managerial skills program
To develop policies for equity in leaves
To develop policies for equity in promotions
To develop policies for equity in salaries
To develop a program for the review of policies

PRESENT CONTINGENCY PLAN (3.4.2)

The most likely set of conditions would be as follows:

Time	6 months to start 2 years to conduct program
Finances	$50,000
Staff	1 administrator .50 FTE 1 stenographer 6 volunteers at 20 hours/week each

Facilities	Office, 20 x 14
Hardware/ Software	1 car 1 typewriter 2 desks Office supplies up to $500

Given the conditions described in above, the following subgoals will be accomplished:

To provide a managerial skills program
To provide a leadership-training program
To develop policies for equity in leaves
To develop policies for equity in promotions
To develop policies for equity in salaries
To develop a program for the review of policies
To develop an in-house recruiting program

Due to the uncertainty which surrounds most corrections agencies, it is likely that contingency plans will be developed. There is an advantage in having prepared two or three plans, geared to two or three possible contingency conditions. This greatly enhances the probability of success in initiating the plan. Having two or three contingency plans on hand is tantamount to having three budget plans to present to a budget and control board when an agency is asking for appropriations to support it. If one of the budgets is rejected, there are two others ready for presentation. It is more than likely that one will be accepted. When the future is certain, of course, only one commitment plan is necessary.

STATE PERFORMANCE OBJECTIVES/DESCRIBE ACTIVITIES (3.5)

The final step in synthesizing ends and means to achieve equity in the corrections agency is the development of the set of performance objectives and implementing activities set in a time frame with responsibility for monitoring progress assigned to someone in the agency. Up to this point a rationale has been developed and needs have been assessed. These two major activities have established a foundation for developing the equity plan. In the agency plan for equity these first two chapters, relatively short in length, constitute the orientation to the plan. However, the operational guidelines to achieve specified goals are developed in Chapter III, in which the desired ends to be achieved and the means for doing so are developed. It is in this final section, STATE PERFORMANCE OBJECTIVES/DESCRIBE ACTIVITIES (3.5), that the operational blueprint for action is synthesized. In developing this section, only one set of objectives with implementing activities will be enlarged upon. Therefore, if two or more contingency plans have been developed in (3.4), it will be necessary to decide which one of the plans to implement in the operational guide. If there is any question about which one to select, the alternatives can be evaluated and the decision made based on this evaluation. Criteria which are often used in making such an evaluation include the following:

1. Potential for accomplishing the product goal

2. Cost effectiveness

3. Practicality

4. Simplicity

5. Flexibility

Other criteria can be established which are appropriate for any particular setting.

As soon as the decision is made concerning which plan to follow, the next step is the statement of performance objectives and activities which will establish the basis for accountability. Performance objectives are measurable outcomes described in operational terms. The statement of performance objectives specifies in measurable terms the nature of the process to be implemented and maintained and the expected products from that operation. For example, a performance objective might be, "Given a mail-publicity recruiting program, three mass mailings of informational recruitment brochures will be distributed to at least 2,000 women and minorities at 3-month intervals within the next 12 months, with a resulting identification of 50 possible job candidates."

Another example would be, "A management training program is established to prepare 10% of women and minority employees for line supervisory positions in one year and with an anticipated job opening at management level to place 8% of the women and minorities. The result will be that 4 out of 5 enrolled in the program will be employed in line supervisory positions within 6 months of program completion, and will be able to maintain satisfactory performance in the position for at least 2 years."

Objectives must not be written in abstract terms. As long ago as 1962 Mager cautioned that "There are many loaded words open to a wide range of interpretation" (p. 11). Such words as "know," "understand," "appreciate," and "believe" are open to many interpretations and are not explicit enough to be useful as performance objectives.

In developing objectives it is necessary to consider the needs of individuals as well as the context within which the objectives will be achieved. This takes into account the agency and community environment, and includes situational constraints, available resources, the feasibility of providing experiences.

> An objective has no inherent meaning; it derives its meaning from the specific situation, the population, and the product and process defined within a real-life program. (Cunha, Laramore, Lowrey, Mitchell, Smith, & Wooley, 1972, p. 15)

Since objectives provide the basis for establishing accountability, they must be written in terms which can be evaluated. It is essential to evaluate objectives in order to be sure that they are written in such a way that management has directions for action, and that at the same time a means of accountability is ensured.

> Realizing the futility evolving from a possible hodgepodge of ill-prepared performance objectives, Ryan in 1969 developed a simple, clear, and concise test that provides the quality control so necessary. The SPAMO test is derived from five words: Specific, Pertinent, Attainable, Measurable, and Observable. (Hayball, 1975, p. 179)

The Ryan (1969) SPAMO test requires that objectives be evaluated against five criteria, and rewritten until each criterion is satisfied. The five criteria are:

1. Specificity of objectives. Performance objectives should be stated with as much specificity as needed for the decision making at hand. Objectives that are vague and ambiguous can only result in meaningless and ambiguous plans to implement the objectives. Goals can be presented as abstractions, but objectives must be described by the operations that define them. Two tests of specificity can be made: (a) degree of concreteness of meaning, and (b) degree of agreement among observers of meaning. The relative position on a continuum of abstraction, the degree of operationalism, and the extent of agreement among observers determine specificity. Objectives must be sharply focused.

2. Pertinence of objectives. Pertinence refers to relevancy. It is conceivable that an objective might satisfy the criterion of specificity and still be completely unrelated to the situation. It does little if any good to have carefully conceived and precisely stated objectives which do not support process goals and upon which it is not possible to gain consensus concerning the value or worth of the objectives. The test of pertinence means seeing that each objective is, in fact, stated in terms of the situational context and needs.

3. Attainability of objectives. An objective must be within the realm of possibility for attainment. This is a test of practicality. The objectives must be so defined that one could realistically expect the desired behaviors to be demonstrated within the time limits and under the conditions set forth. This means taking into account the resources at hand and any limitations and constraints. Goals are idealistic. In fact, goals are established initially in the ideal projection. Objectives must be down-to-earth and capable of being achieved. There is no justification for stating loftily defined objectives with nice rhetoric which, for all intents and purposes, probably could never be achieved.

4. Measurability of objectives. The test of measurability is determined by seeing if the objective describes performance outcomes which can be quantified. The concern is with the relationship between desired outcome and actual accomplishment. The amount of precision in measurement that is required depends on the situation. There must be some way of assessing the extent to which the desired outcomes have been realized.

The results of measurement provide the basis for evaluation. Measurability means that some evidence can be produced to document or suggest the amount of change which takes place. Every performance objective must be capable of being measured. The degree of precision depends on the judgment of the decision maker, the state of the art of evaluation, and the availability of measurement techniques or instruments. Objectives dealing with affective outcomes cannot be measured with the same precision that it is possible to obtain with psychomotor or cognitive outcomes, but they can be measured.

5. Observability of objectives. The anticipated outcomes must be observable. There must be something which can be seen to indicate that the objectives have been achieved. Observation must be capable of being made directly or observable outcomes must be identified which can serve as a basis for inferring that the desired outcomes have been achieved. Every objective is capable of being directly or indirectly observed. Observability means that something can be seen, in written form or actions, from which to document the degree to which the intended achievement of the desired end was realized.

The importance of this part of the plan cannot be overemphasized. It is the statement of the performance objectives which establishes accountability. The description of activities, within the time framework and with responsibility designated, provides the guidelines for action. It is of paramount importance to state the objectives and activities as clearly and concisely as possible. There are, of course, an infinite number of objectives and activities to implement the product and process goals and subgoals. It is up to each agency to decide on the particular array of objectives and activities most appropriate for that setting. The need for effective systems is just as great in corrections as in business, industry, government or the military. The past experience in these latter arenas clearly has demonstrated the importance of stating objectives clearly and publicizing them widely so that all resources in the organization can be directed to the achievement of the desired ends. The objectives for each agency must be tailored specifically to that setting and must reflect the assessed needs for the agency. Each agency is unique and must have its own direction and its own means of reaching its desired ends. When the time for evaluation comes, the built-in procedures are at hand through measurement of progress toward the performance objectives which have been set for the agency. In devising activities to achieve desired ends it is important to be as innovative as possible. The time frame should be realistic, and the person or position designated to have responsibility for monitoring progress toward achieving each objective must be provided with the authority necessary to implement the responsibility.

In the agency equity plan the section, STATE PERFORMANCE OBJECTIVES/ DESCRIBE ACTIVITIES (3.5) is completed by deciding on the plan to be implemented and by presenting in that plan the following:

1. *Product goal and subgoal*

2. *Process goal and subgoal*

50

3. Performance objectives to implement the subgoals

4. Activities to achieve the objectives

5. Personnel required and position responsible for monitoring progress

6. Time schedule with expected progress at specified target dates

7. Cost estimate

For each objective and its implementing activities, one person or position must be designated to implement responsibility for seeing that the objective is accomplished and the activities are carried out as planned. Each objective must have a time frame. When complete, the set of objectives to be accomplished at one-, three-, and five-year target dates can be shown. A cost estimate is required for each objective. When the costs for all objectives are combined, the result is a budget plan in which the total expenditure estimate should equal the amount specified in the parameters for finances available to support the plan.

The precise format for presenting the objectives/activities plan is up to the individuals involved in developing the plan. There are several ways this can be set forth. The presentation should satisfy the following criteria: simplicity, usability, understandability, and flexibility.

The following is an example of a format which has been used successfully to present the objectives and activities:

PRODUCT GOAL:	To achieve an equitable workforce
PRODUCT SUBGOAL:	To maintain a ratio of 3 to 1 for men and women in management positions
PROCESS GOAL:	To develop and maintain equitable recruitment and selection
PROCESS SUBGOAL:	To conduct an in-house recruitment program

PERFORMANCE OBJECTIVE: Given a mail-publicity recruitment program, three mass mailings of informational recruitment brochures will be distributed to at least 2,000 women in a 12-month period, with mailings at 3-month intervals, resulting in identification of 50 potential candidates for employment in management positions.

ACTIVITIES

Contract with consulting firm to design informational recruitment brochures implementing demonstrated principles of effective publicity, including response/reply form

Develop mailing list

Review/revise consultant copy of brochures

Prepare copy for reproducing

Print 2,500 copies of brochure

Address envelopes

Mail first set

Update mailing list

Record responses

Mail second set

Update mailing list a/c returned envelopes

Record responses

Mail third set

Update mailing list a/c returned envelopes

Record responses

PERSONNEL: *1 Administrator, 1 Clerk, 1 Volunteer*

Person responsible: Associate Warden for Personnel/Finance

TIME SCHEDULE: *First mailing: 3 months from date*

Second mailing: 6 months from date

Third mailing: 9 months from date

Record Results: 12 months from date

COST:

Consultant fees	*$1,000*
Salaries/wages	*5,000*
Supplies	*500*
Printing	*2,500*
Postage	*1,000*
	$10,000

A supplemental time schedule and cost sheet should be prepared. The time schedule can be made by setting up a timeline and indicating the target dates for the completion of product subgoals and process subgoals. This serves the purpose of establishing milestones to reach in the process of working for the ultimate end product. The performance *objectives contain the information needed to establish a time schedule. The time schedule can be developed in chart form, to establish graphically a time framework for the plan. Two techniques which are effective are the Program Evaluation Review Technique (PERT) and the GANTT Chart. A PERT Chart depicts activities and events against a time frame with the basic unit set in weeks. The GANTT Chart is a two-dimensional chart with time units shown in months across the horizontal axis at the top and activities on the vertical axis at the left side. A black line is drawn opposite each activity under the appropriate time units to indicate start, duration, and completion times for the activity.*

The cost sheets can be prepared using any standard budget forms showing income and expenses. The totals must balance with the sum of the totals shown for each objective, and also with the parameter set for finances to support the equity plan.

Conclusion

This chapter presented the blueprint for action to achieve equity. Goals, subgoals, and objectives were set; activities to be carried out to implement the objectives were described. A time frame and cost estimate were given, and the person or position responsible for monitoring progress for each objective was identified. This chapter is the heart of the equity plan. Chapters I and II provide the foundation through the rationale and needs assessment. It is in Chapter III that the operational plan for achieving equity is given.

In the agency equity model the conclusion for Chapter III is written by summarizing the content of the chapter and relating it to the preceding two chapters.

APPENDICES

A. DEVELOPMENT OF PLANNING MODEL

B. FORMS FOR PROJECTING THE IDEAL

C. FORMS FOR DATA COLLECTION ON REAL-LIFE SITUATION

D. BIBLIOGRAPHY

APPENDIX A

DEVELOPMENT OF THE PLANNING MODEL

APPENDIX A

DEVELOPMENT OF THE PLANNING MODEL

The Women's Equity in Corrections Project was initiated in October, 1977 in response to a recognized need for increasing equity for personnel employed in correctional agencies and institutions. The project mission was to design a model program for management and mid-management personnel in corrections to enhance awareness of the need for women's equity and to develop skills in planning for equity. The mission was implemented with two major goals: (1) the development of a model training program for management and mid-management personnel; and (2) the development of a generalized planning model for management and mid-management personnel to use in making equity plans for their agencies and institutions.

A systems approach was implemented in planning and conducting the Women's Equity in Corrections Project. It was felt that using a systems approach would result in the most cost-effective project and would facilitate meeting the need for equity in corrections. A generalized planning model was developed by Ryan in 1965 and subsequently used to develop models for corrections, vocational education, counseling and guidance, adult basic education in corrections, career education in corrections, and management. The generalized planning model is explained in a number of publications, including the following:

Systems design in the development of counseling and guidance programs. Personnel and Guidance Journal, 1970, 49, 39-45 (With R. E. Hosford).

Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.

Organization and administration: A systems approach. Danville, Illinois: Interstate Printers and Publishers, 1978.

The development of this model involved analysis, synthesis, and simulation. The project began with an analysis of the existing real-life situation with regard to equity for women and minorities in corrections. The analysis was made through reviewing literature and interviewing selected personnel in corrections. In general the analysis revealed a lack of equity for women and minorities in corrections. The analysis was followed by the projection of an ideal system for corrections which would provide equity for women and minorities in correctional agencies and institutions. A rationale was synthesized which incorporated a set of basic assumptions about management in corrections, women in the labor force, and the community. A comparison was made between the ideal projection and the real-life situation which resulted in the identification of discrepancies. These discrepancies between real and ideal constituted the assessed needs with regard to achieving equity in corrections.

These needs were implemented in the project goals: (1) development of a model training program for managers and mid-managers; and (2) development of a generalized planning model. The model training program was designed by project staff with input from the Advisory Committee, appointed by the project director, and outside resource personnel. The training program consisted of a five-day seminar in which management and mid-management personnel from corrections could increase their awareness of the problems related to achieving equity for corrections personnel, acquire a background of knowledge related to planning for achieving equity in corrections and develop skills in systematic planning to provide equity for the personnel in their agencies and institutions. The model program was simulated, revised, and subsequently validated by field test. One five-day seminar on Planning to Achieve Equity for Women in Corrections was held in Chicago from June 25 to 30, 1978. The results of the evaluation of input, process, and output variables support validation of the model program design. The original plan called for validating the model program by using the recurrent institutional cycle design, which controls for error by providing both longitudinal and cross-sectional testing. However, this design was scuttled when the project was modified to accommodate the cut in funding to support the project. The one-time only pre-/post-test design was used as a substitute. The results documented effectiveness of the program design.

The generalized planning model was developed by using the consensus technique initially to establish a conceptual framework for the model. A rationale was developed, including a statement of basic assumptions related to use of the planning model. A design committee, including outside resource personnel with representation of minorities and women, synthesized an outline for the planning model based on the rationale which had been established earlier by a task force. The outline was then elaborated by the project staff and an Independent Review Panel--consisting of four members appointed by the project director--to produce a planning model, including narrative and flowchart. A preliminary draft of the model was evaluated and revised, implementing results of the evaluation. The revised version was reviewed by the Advisory Committee and outside resource personnel. The feedback from the Committee and resource persons provided the basis for further revisions and refinements. The test edition was validated through simulation, pilot test, and field test. Narration simulation was performed by the project staff, and refinements were made based on this test. The pilot test was done with a small sample of graduate students to validate the separate components of the model. Finally, the field test was conducted, wherein the generalized planning model was used in a controlled seminar setting exactly like the setting for which the model was intended to be used by participants representing management and mid-management positions in correction.

There were seven agencies represented in the seminar where the field test was held. Seven plans were produced by using the generalized planning model. The participants using the generalized planning model evaluated it, and subsequently the Advisory Committee reviewed the field-test version and made suggestions for further refinements. The project staff implemented the recommendations of the Advisory Committee, taking into account results of the field test. The result was: Equity in Corrections: A Generalized Planning Model. The purpose of the generalized planning model is to provide a guide to direct management and mid-management personnel in designing plans to achieve equity in their agencies and institutions.

APPENDIX B

FORMS FOR PROJECTING THE IDEAL

CONTENTS Page

Attachment A Form for Projecting One-Year Goals 52

Attachment B Form for Projecting Change in the Workforce 53

Attachment C Form for Determining Goals and Timetables 54

Ideal Projection

Date form completed ____________________

Projecting One-Year Goals

EEOC Job Category	Present Workforce								Goals: Projected Workforce											
									Total Male						Total Female					
	White Male	Black Male	Other Male	White Female	Black Female	Other Female	PROJECTED JOB OPENINGS		White			Black			White			Black		
							Att.	Exp.	Number	% in Category	Mean Salary	Number	% in Category	Mean Salary	Number	% in Category	Mean Salary	Number	% in Category	Mean Salary
Officials/ Administrators																				
Professionals																				
Technicians																				
Protective Service																				
Paraprofessionals																				
Office/ Clerical																				
Skilled Craft																				
Service/ Maintenance																				
TOTAL																				

Attachment A

JOB CATEGORY	PROJECTED JOB OPENINGS		GOALS: INCREASE (DECREASE) FROM PRESENT TO PROJECTED WORKFORCE			
			Males		Females	
	Att.	Exp.	White	Black	White	Black
Officials and Administrators						
Professionals						
Technicians						
Protective Service Workers						
Paraprofessionals						
Office and Clerical Workers						
Skilled Craft Workers						
Service and Maintenance Workers						
TOTAL						

Attachment B
Projecting Change in the Workforce

	A. PROJECTED CUMULATIVE ATTRITION			B. PROJECTED CUMULATIVE EXPANSION			PROJECTED JOB OPENINGS (A + B)		
	1 Year	3 Year	5 Year	1 Year	3 Year	5 Year	1 Year	3 Year	5 Year
Officials/ Administrators									
Professionals									
Technicians									
Protective Service Workers									
Paraprofessionals									
Office/Clerical									
Skilled Craft Workers									
Service/ Maintenance									
TOTAL									

Comments on Projected Expansion:

One (1) Year ____________________

____

Three (3) Years ____________________

____

Five (5) Years ____________________

____

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APPENDIX C

FORMS FOR DATA COLLECTION ON REAL LIFE SITUATION

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Attachment A
Form for Analysis of Policies

		YES	NO
1.	Is there a statement of policy?		
2.	Does the statement of policy include a non-discrimination clause?		
3.	Does the statement specify all areas of personnel management?		
4.	Does the statement specify affirmative action:		
	a. to remove discriminatory practices?		
	b. to remove effects of discrimination?		
5.	Is there a method of publicizing the policy:		
	a. internally?		
	b. externally as necessary for recruiting purposes?		
6.	Are action steps, responsible officials, and target dates identified?		
7.	Has an EEO officer been designated?		
8.	Does the EEO officer have adequate authority?		
9.	Is the method of advising supervisory personnel of their duties and responsibilities in affirmative action described?		
10.	Is the system for ensuring internal compliance described?		
11.	Is there a grievance procedure action program?		
12.	Are all employees aware of the grievance procedure?		
13.	Are action steps and responsible officials established?		

Attachment B
Form for Analysis of Recruitment/Selection

1. **Area of Recruitment**

The following table indicates the area from which we normally recruit employees in each major job category (Check appropriate spaces):

	County	Region	State	Southeast	USA
Officials and Administrators					
Professionals					
Technicians					
Protective Service Workers					
Paraprofessionals					
Office and Clerical					
Skilled Craft Workers					
Service/Maintenance Workers					

The following specific areas comprise the terms used above:

County ______________________________

____

Region ______________________________

____

2. **Availability of Qualified Persons**

Indicate the availability of qualified racial minorities and females in the specified recruiting area for professional or technical positions.

3. **Population in Area of Agency**

The area from which most of this agency's employees commute to work has a population of approximately __________ persons. Of this number, approximately:

______________ are White Males
______________ are Black Males
______________ are Other Males
______________ are White Females
______________ are Black Females
______________ are Other Females

4. There are approximately ______________ college graduates in this area. Of this number, approximately:

______________ are White Males
______________ are Black Males
______________ are Other Males
______________ are White Females
______________ are Black Females
______________ are Other Females

Attachment B

5. **Are manpower agencies, schools and colleges, minority organizations, community groups and other manpower agencies used?**

6. **Are racial minorities and females involved in recruiting? To what extent and in what capacity?**

7. **Are advertising media identified?**

8. **Are files maintained on all applicants for a period of at least two years?**

9. **Are reasons for nonselection documented?**

10. **Is there provision in the affirmative action program for periodic review of selection standards?**

11. **Are action steps, responsible officials, and target dates identified?**

12. **Procedures by which openings have been filled in the major job categories. Include any tests or other selection criteria.**

    a. **Officials/Administrators:**

    b. **Professionals:**

    c. **Technicians:**

    d. **Protective Service:**

e. Paraprofessionals: ______________________________

____

____

____

f. Office/Clerical: ______________________________

____

____

____

g. Skilled Craft: ______________________________

____

____

____

h. Service/Maintenance: ______________________________

____

____

____

Attachment C
Form for Analysis of Workforce

Applicants, new hires, and attrition

1. During the past fiscal year we have had ________ applicants and they include:

EEOC Job Category	MALE			FEMALE		
	White	Black	Other	White	Black	Other
Official/Administrator						
Professional						
Technician						
Protective Service						
Paraprofessional						
Office/Clerical						
Skilled Craft						
Service/Maintenance						
TOTAL						

2. During the past fiscal year we have hired __________ employees and they include:

EEOC Job Category	MALE			FEMALE		
	White	Black	Other	White	Black	Other
Official/Administrator						
Professional						
Technician						
Protective Service						
Paraprofessional						
Office/Clerical						
Skilled Craft						
Service/Maintenance						
TOTAL						

Attachment C

3. During the past fiscal year we have lost __________ employees and they include:

EEOC Job Category	MALE			FEMALE		
	White	Black	Other	White	Black	Other
Official/Administrator						
Professional						
Technician						
Protective Service						
Paraprofessional						
Office/Clerical						
Skilled Craft						
Service/Maintenance						
TOTAL						

4. The following employees and outside agencies normally do most of the recruiting for this agency:

____

____

____

____

	YES	NO
5. Are hiring goals established:		
a. for racial minorities?	______	______
b. for females?	______	______
c. by ratio?	______	______
d. for mean salary?	______	______
e. with target dates?	______	______
6. Are promotion goals established:		
a. for racial minorities?	______	______
b. for females?	______	______
c. with target dates?	______	______

Attachment C

		YES	NO
7.	Is the ultimate goal clearly stated?		
8.	Is there a target date for achieving the ultimate goal?		
9.	Is the ultimate goal problematic?		
10.	Is the target date problematic?		
11.	Are problems relating to the achievement of goals described?		
12.	Is the method of evaluating manpower utilization described?		
13.	Is a skills bank maintained?		
14.	Are training or educational programs offered or made accessible?		
15.	Are training and educational programs adequately publicized?		
16.	Are action steps, responsible officials, and target dates identified?		

Attachment D
Data Form for Analysis of Organizational Structure

1. Staffing Pattern

   a. Attach Employment Data Analysis (Attachment E), showing all employees by race, sex, job category and salary range.

   b. Attach list of all job titles included in each job category shown on the Employment Data Analysis form and representing persons employed by this agency.

   c. Attach current organization chart.

2. Upgrading

   Attach a description of all training programs offered by the agency. Include those training programs operated within this agency and those training or educational opportunities outside the agency which are made available to employees. The analysis includes a description of each program, and the number of trainees expected to participate in each program during the current fiscal year.

3. Evaluation

   The procedures used by this agency to (1) evaluate the performance of employees, and (2) maintain records of each employee's skills and development are:

4. Grievance Procedures

Attachment E

Form for Employment Data Analysis

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
OFFICIALS/ADMINISTRATORS	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
	07001 - 08000										
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	19001 - 20000										
	20001 - 21000										
	21001 - 22000										
	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
PROFESSIONALS	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
	07001 - 08000										
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	20001 - 21000										
	21001 - 22000										
	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

Attachment E

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
TECHNICIANS	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
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	23001 - 24000										
	24001 - 25000										
	Over 25000										

Attachment E

1. **Full-Time Employees (Temporary Employees Not Included)**

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
PROTECTIVE SERVICE	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
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	24001 - 25000										
	Over 25000										

1. **Full-Time Employees (Temporary Employees Not Included)**

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
PARAPROFESSIONALS	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
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	24001 - 25000										
	Over 25000										

Attachment E

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
OFFICE/CLERICAL	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
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	24001 - 25000										
	Over 25000										

Attachment E

Attachment E

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
SKILLED CRAFT	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
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	20001 - 21000										
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	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

1. Full-Time Employees (Temporary Employees Not Included)

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Spanish Sur-named	White	Black	Amer. Indian	Asian	Spanish Sur-named	White	Black	Amer. Indian
SERVICE/MAINTENANCE	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
	07001 - 08000										
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	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

2. Temporary Employees (Hired as Temporary Employees) and Part-Time Employees

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
TEMPORARY EMPLOYEES	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
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	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

Attachment E

2. Temporary Employees (Hired as Temporary Employees) and Part-Time Employees

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
PART-TIME EMPLOYEES	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
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	23001 - 24000										
	24001 - 25000										
	Over 25000										

3. Summary of Employees

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
TOTAL FULL-TIME EMPLOYEES	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
	07001 - 08000										
	08001 - 09000										
	09001 - 10000										
	10001 - 11000										
	11001 - 12000										
	12001 - 13000										
	13001 - 14000										
	14001 - 15000										
	15001 - 16000										
	16001 - 17000										
	17001 - 18000										
	18001 - 19000										
	19001 - 20000										
	20001 - 21000										
	21001 - 22000										
	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

Attachment E

3. Summary of Employees

	ANNUAL SALARY	MALE					FEMALE				
		Asian	Hispanic	White	Black	American Indian	Asian	Hispanic	White	Black	American Indian
TOTAL TEMPORARY AND PART-TIME EMPLOYEES	$ 00000 - 01000										
	01001 - 02000										
	02001 - 03000										
	03001 - 04000										
	04001 - 05000										
	05001 - 06000										
	06001 - 07000										
	07001 - 08000										
	08001 - 09000										
	09001 - 10000										
	10001 - 11000										
	11001 - 12000										
	12001 - 13000										
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	14001 - 15000										
	15001 - 16000										
	16001 - 17000										
	17001 - 18000										
	18001 - 19000										
	19001 - 20000										
	20001 - 21000										
	21001 - 22000										
	22001 - 23000										
	23001 - 24000										
	24001 - 25000										
	Over 25000										

Attachment E

Attachment F
Skills Bank Survey Form

NAME______________________________________ DATE__________

TITLE____

AFFILIATION____

ADDRESS__________________________________ PHONE__________

1. Highest formal education level (check highest level achieved):

_____ Elementary School (nongraduate)
_____ Elementary School (graduate)
_____ High School (1, but not 2 years)
_____ High School (2, but not 3 years)
_____ High School (3, but not 4 years)
_____ High School (graduate)
_____ College I (1, but not 2 years)
_____ College II (2, but not 3 years)
_____ College III (3 or more years, no degree)
_____ College IV (4 or more years, no degree)
_____ College Graduate (Bachelor's Degree)
_____ Graduate Work (no Graduate Degree)
_____ Master's Degree (Including those with two Master's Degrees)
_____ Master's Degree plus 30 semester hours (Including Bachelor of Law)
_____ Doctor's Degree (all Doctor's Degrees)

2. If applicable, please indicate major and minor field of specialization:

____

3. What additional training have you received? (Non-degree courses, in-service training, career or business schools, workshops, or other programs offering skills or training not covered by the above list.) Name the course(s) of study:

____

____

____

4. Which of the following statements best describes your capabilities in relation to your present job or position?

_____ a. My training, experience and general ability are greater than my job requires.

_____ b. My training, experience, and general ability are about equal to the requirements of my job.

_____ c. I could perform at a higher level but would need additional training to do so.

5. Are there any positions, in any department of the agency, for which you would like to be considered in the event of an opening?

_____ Yes _____ No Please list them: ________________________________

____

6. Which of the following best describes your attitude toward your position with respect to your career ambition?

_____ a. I am not satisfied because it is a dead-end position and I cannot be advanced without further training and reclassification.

_____ b. I am satisfied with my position because it will give me the necessary experience to be promoted to a higher level without further training and reclassification.

_____ c. I am satisfied with my present position and do not desire a higher level position.

_____ d. Other: ____

____

7. Do you desire further training or education to make you eligible for career advancement in this agency?

_____ Yes _____ No What further training or education do you desire? ____

8. What classes do you think this agency could reasonably provide or support to help employees in career development? ____________________

____

____

9. How well do you understand the Affirmative Action Program?

_____ Full understanding _____ Fair understanding

_____ Little or no understanding

10. How well do you understand the procedure for filing a complaint under the Grievance Procedure?

_____ Full understanding _____ Fair understanding

_____ Little or no understanding

11. How well do you understand the procedure for filing a complaint with the State Human Affairs Commission?

_____ Full understanding _____ Fair understanding

_____ Little or no understanding

APPENDIX D

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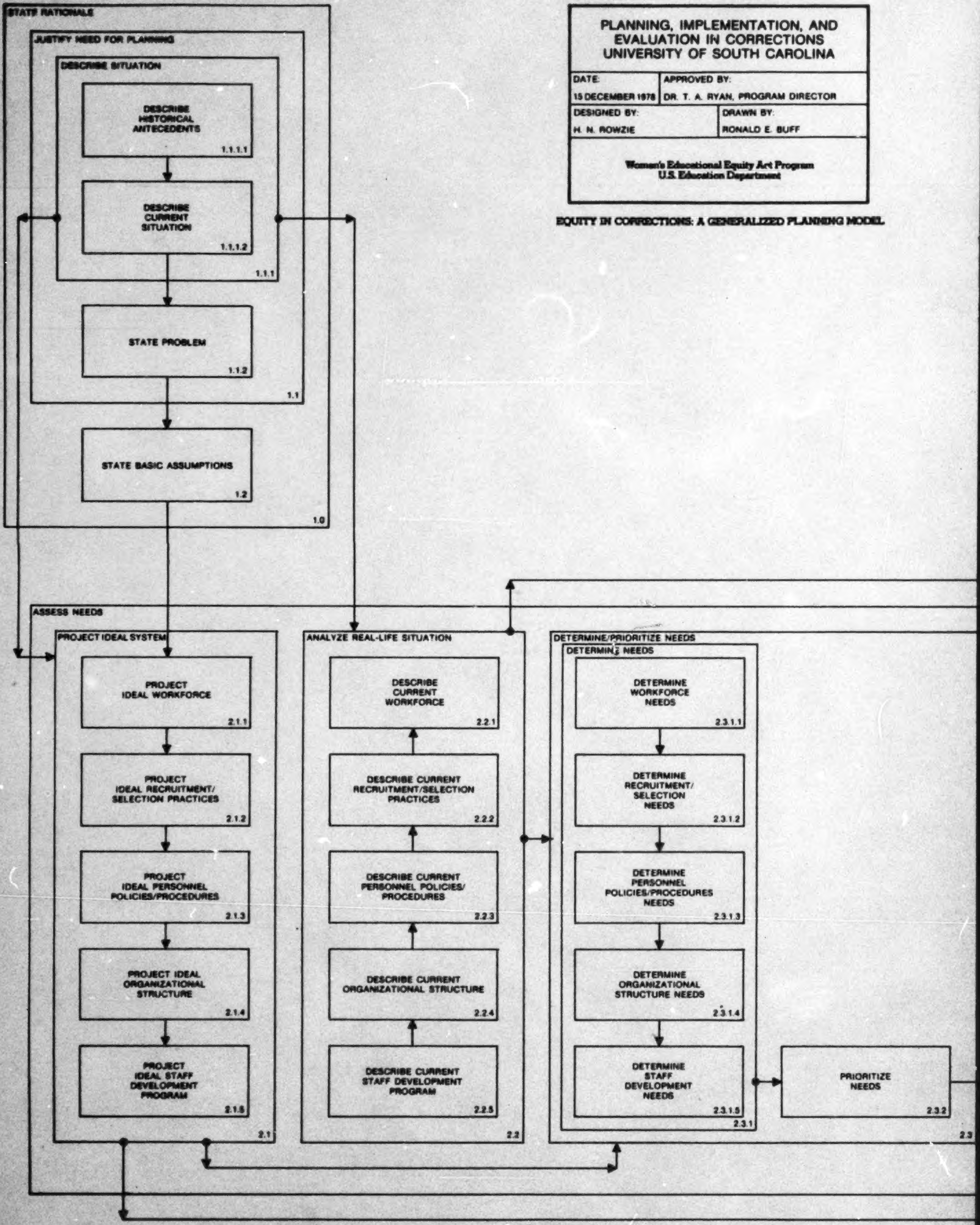
PLANNING, IMPLEMENTATION, AND
EVALUATION IN CORRECTIONS
UNIVERSITY OF SOUTH CAROLINA

DATE: 15 DECEMBER 1978
APPROVED BY: DR. T. A. RYAN, PROGRAM DIRECTOR
DESIGNED BY: H. N. ROWZIE
DRAWN BY: RONALD E. BUFF

Women's Educational Equity Act Program
U.S. Education Department

EQUITY IN CORRECTIONS: A GENERALIZED PLANNING MODEL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JUSTIFY NEED FOR PLANNING
DESCRIBE SITUATION
DESCRIBE HISTORICAL ANTECEDENTS 1.1.1.1
DESCRIBE CURRENT SITUATION 1.1.1.2
1.1.1
STATE PROBLEM 1.1.2
1.1
STATE BASIC ASSUMPTIONS 1.2
1.0
ASSESS NEEDS
PROJECT IDEAL SYSTEM
PROJECT IDEAL WORKFORCE 2.1.1
PROJECT IDEAL RECRUITMENT/ SELECTION PRACTICES 2.1.2
PROJECT IDEAL PERSONNEL POLICIES/PROCEDURES 2.1.3
PROJECT IDEAL ORGANIZATIONAL STRUCTURE 2.1.4
PROJECT IDEAL STAFF DEVELOPMENT PROGRAM 2.1.5
2.1
ANALYZE REAL-LIFE SITUATION
DESCRIBE CURRENT WORKFORCE 2.2.1
DESCRIBE CURRENT RECRUITMENT/SELECTION PRACTICES 2.2.2
DESCRIBE CURRENT PERSONNEL POLICIES/ PROCEDURES 2.2.3
DESCRIBE CURRENT ORGANIZATIONAL STRUCTURE 2.2.4
DESCRIBE CURRENT STAFF DEVELOPMENT PROGRAM 2.2.5
2.2
DETERMINE/PRIORITIZE NEEDS
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DETERMINE WORKFORCE NEEDS 2.3.1.1
DETERMINE RECRUITMENT/ SELECTION NEEDS 2.3.1.2
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DETERMINE STAFF DEVELOPMENT NEEDS 2.3.1.5
2.3.1
PRIORITIZE NEEDS 2.3.2
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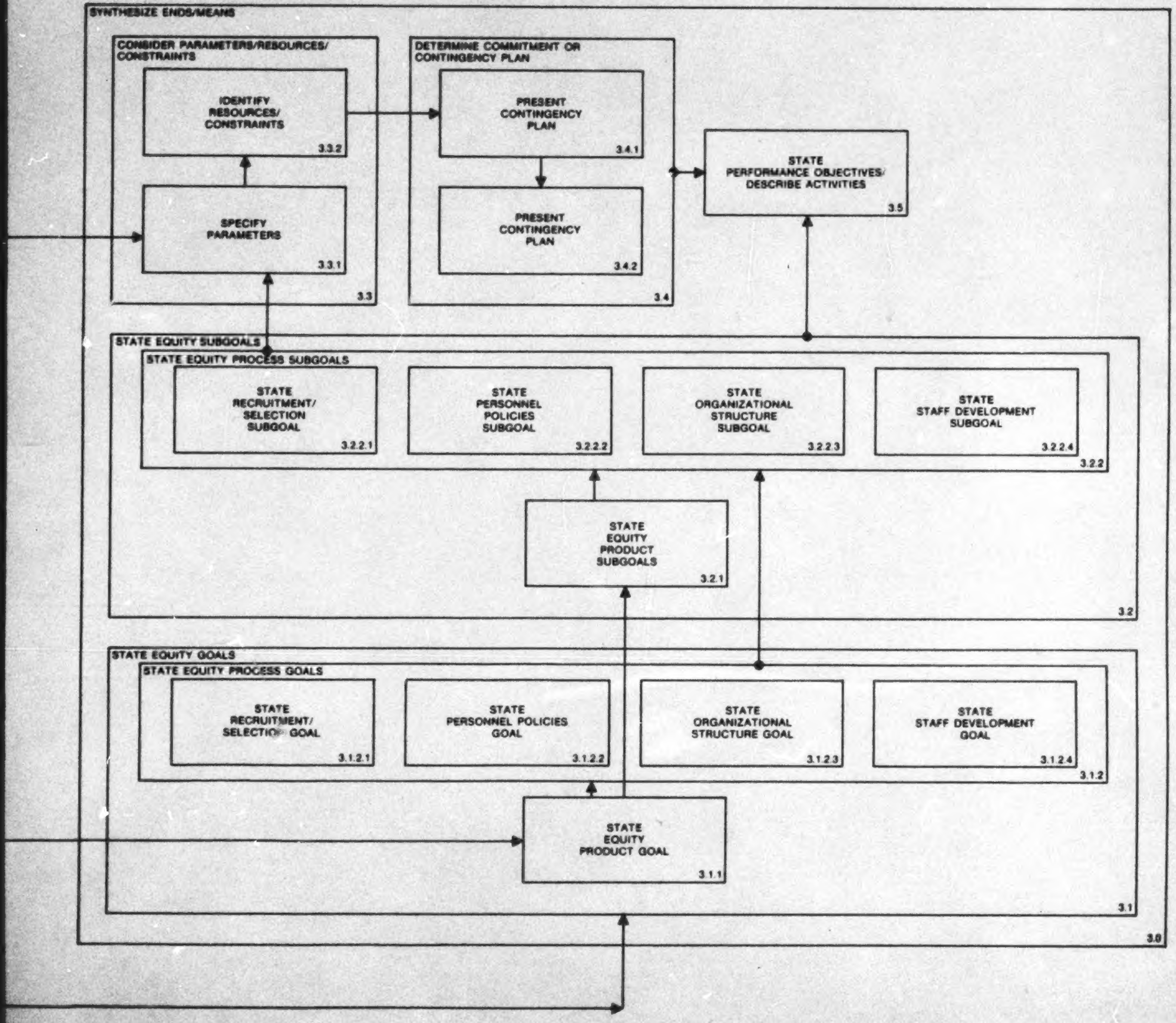
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IDENTIFY RESOURCES/ CONSTRAINTS
3.3.2
SPECIFY PARAMETERS
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3.3
DETERMINE COMMITMENT OR CONTINGENCY PLAN
PRESENT CONTINGENCY PLAN
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STATE PERFORMANCE OBJECTIVES/ DESCRIBE ACTIVITIES
3.5
STATE EQUITY SUBGOALS
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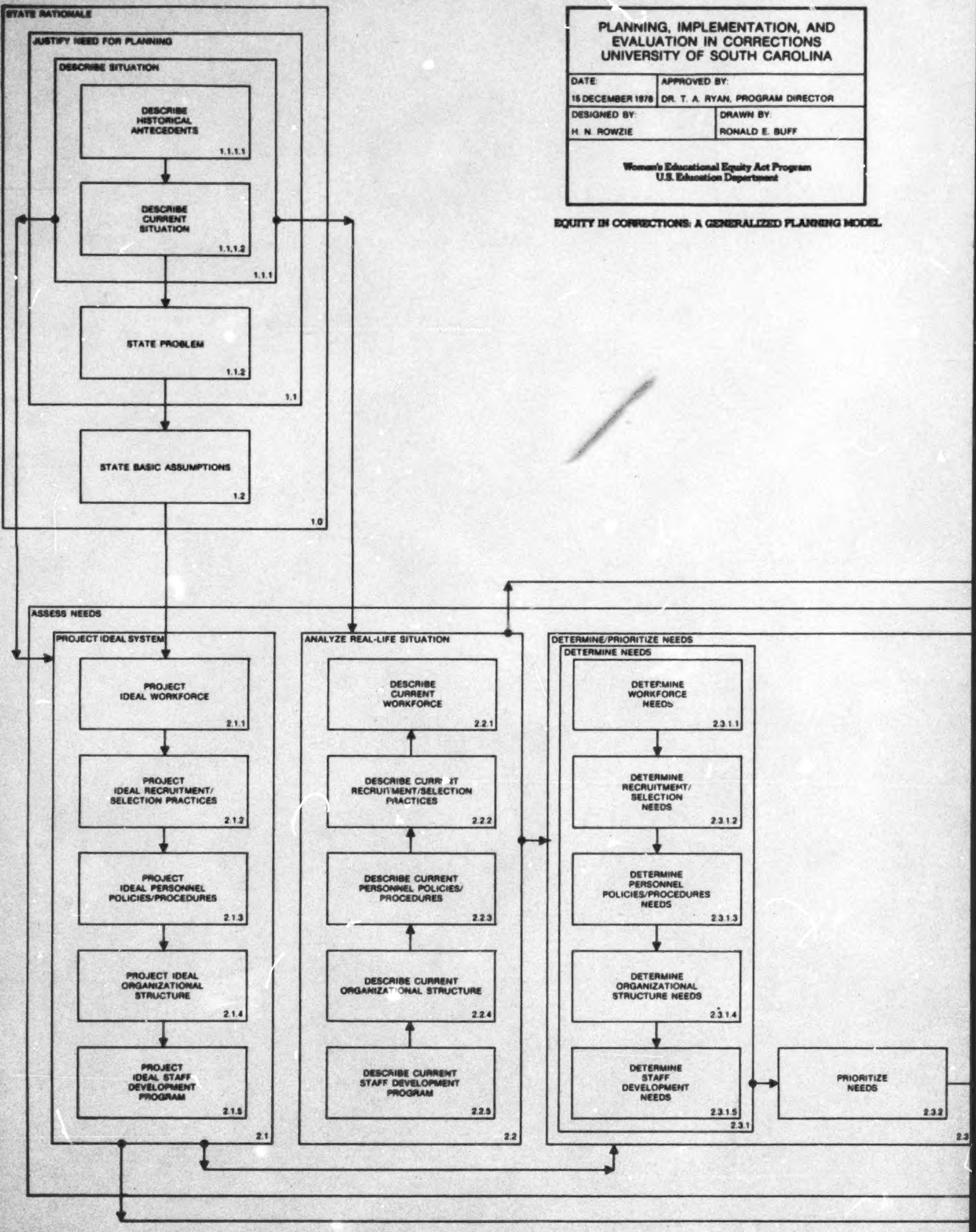
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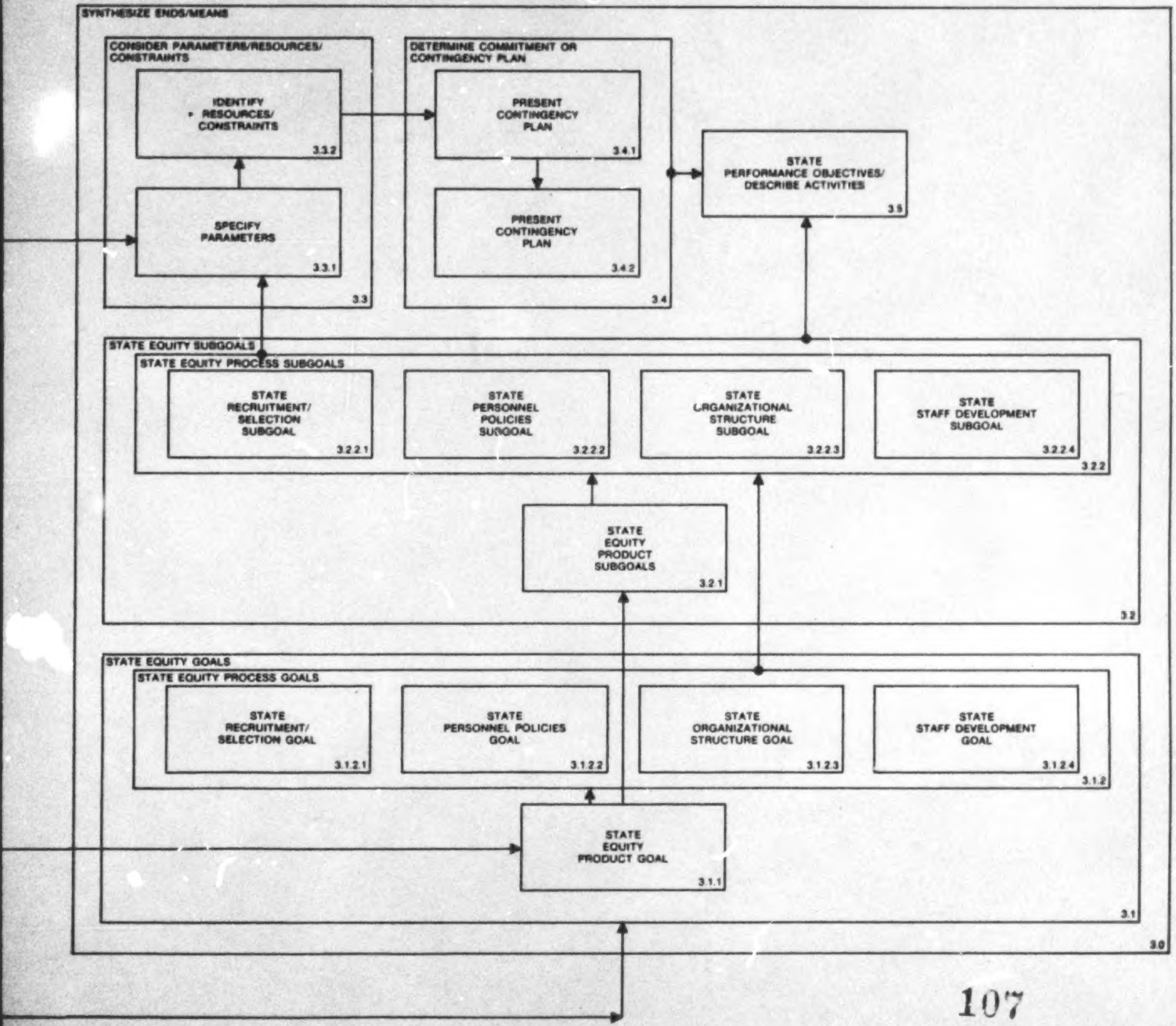
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